



Rwanda Education Board

English

Teacher's Guide

Primary one



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ENGLISH

Teacher's guide

Primary one

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Foreword

This English teacher's guide has been designed for teachers of English in Primary 1. It was developed in 2015 by the Literacy, Language and Learning Initiative (L3) in collaboration with the Rwanda Education Board (REB) and was funded by USAID .

This teacher guide is aligned with the Competence-based Curriculum produced by REB in 2015. The Rwandan educational philosophy is to ensure that young people at every level of education achieve their full potential in terms of relevant knowledge, skills and appropriate attitudes that prepare them to be well integrated in society and exploit employment opportunities.

In line with efforts to improve the quality of education, the government of Rwanda emphasizes the importance of aligning the syllabus, teaching, learning and assessment approaches to ensure that the system is producing the type of citizens the country needs. Many factors influence what children are taught, how well they learn and the competences they acquire, including the relevance of the syllabus, the quality of teachers' pedagogical approaches, assessment strategies and the instructional materials available. The need to develop a knowledge-based society and the growth of regional and global competition in the job market has necessitated a shift to a competence-based syllabus. With the help of teachers, whose role is central to the success of the syllabus, learners will gain appropriate skills and develop the ability to apply what they have learned to real-life situations. Hence, these learners will make a difference in not only their own lives but also the success of the nation.

I want to extend my appreciation to the people who contributed to the development of this document, particularly REB and its staff, who organized the entire process from its inception. Any comments or contributions regarding improvements to this document are welcome.

Gasana I. Janvier

Director General, Rwanda Education Board (REB)

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Introduction

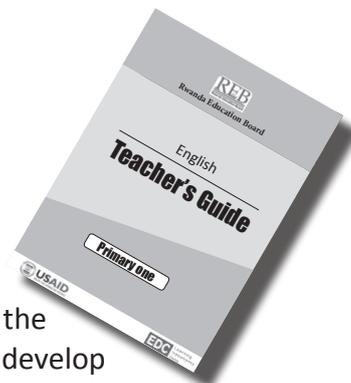
Primary 1 English Programme

The Rwanda Education Board (REB) has developed English print and audio materials for Primary 1 pupils aligned to the Rwanda competence-based curriculum. These materials are designed to provide teachers with practical approaches and resources for delivering an effective English language and literacy programme. To deliver the Primary 1 English Programme, schools will receive the following:

- Primary 1 English Teacher's Guide
- Primary 1 English Pupil's Daily Reader

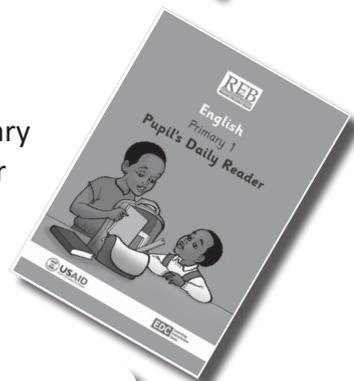
The Primary 1 Teacher's Guide

The Primary 1 Teacher's Guide contains guidelines for supporting lesson planning, including sample lesson plans. A teacher may teach the lessons exactly as written in the manual. However, this will depend on the size of the class, the level of the pupils, and the difficulty of the lesson. It is up to the teacher to plan each lesson, using the guide to develop lessons and activities as appropriate.



The Pupil's Daily Reader

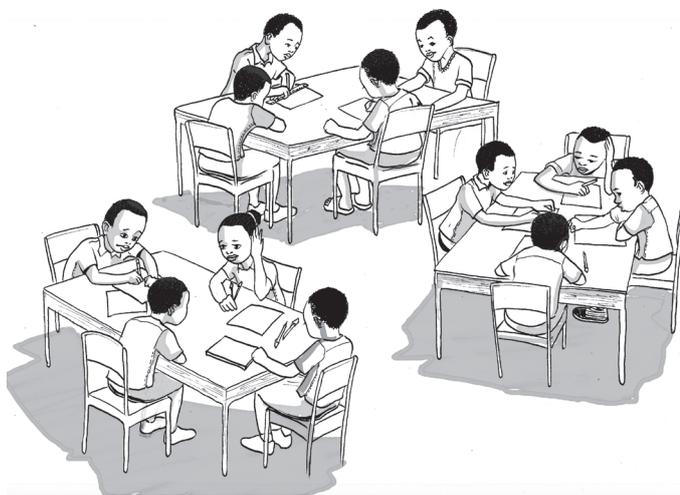
The Pupil's Daily Reader contains simple stories linked to the vocabulary and language structures in the Primary 1 curriculum. The Daily Reader contains reading texts that pupils are expected to be able to read on their own, with some support from the teacher or from an adult or older sibling.



Creating Positive Language Learning Experiences

Classroom Organisation

Teaching a large group of pupils requires good organisation. Teachers need to be well prepared to enable them to monitor and help individual pupils and groups. A well-organised classroom is achieved through working together. Establishing rules and routines helps to ensure that activities such as independent reading and writing are positive experiences. The curriculum shows that it is the responsibility of each teacher to ensure that pupils' learning is fostered through a rich and varied process. Teachers are expected to provide different forms of classroom organisation that will complement the variety of learning the curriculum has to offer; this includes pupils working collaboratively in groups, working individually, and working as



a whole class to achieve the learning goals.

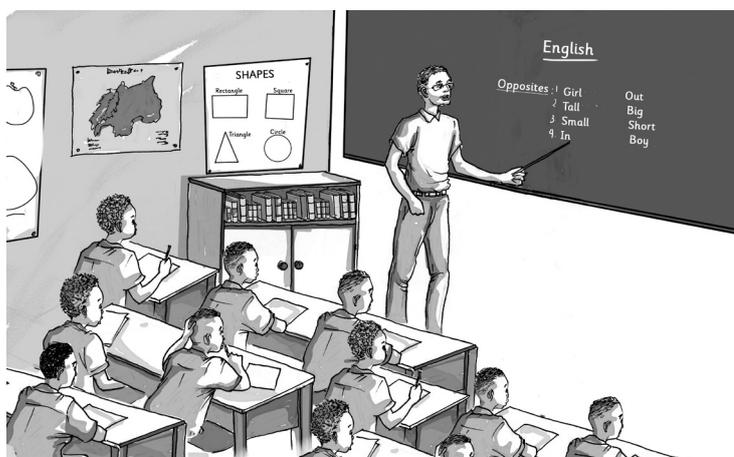
The teacher is a facilitator and guides pupils' learning. He/she assesses the needs of all pupils and responds appropriately by providing a range of effective learning experiences. Teachers are expected to bring a rich imaginative and innovative range of teaching strategies and resources to the learning process.

Collaborative Learning

Pupils are motivated by hearing the ideas and opinions of others, and by having the opportunity to react to them. Experience of collaborative learning helps facilitate a child's social and personal development, and the practice of working with others brings pupils to an early appreciation of the benefits to be gained from cooperative effort. It also exposes pupils to different opinions and group problem-solving activities to create an interactive exchange that will help to broaden and deepen individual pupils' understanding.

Print-rich Environment

It is important that, from the first day at school, pupils are encouraged to see books and reading materials as exciting, pleasurable and interesting. The classroom should be organised in a way that facilitates interaction between pupils and books and



develops the pupils' interest in literacy, language and learning. The regular use of word wall charts and posters in which words, phrases or even sentences are changed very regularly will help to focus pupils' attention on the written word, and will encourage them to respond appropriately. One important element of the print environment is the regular display of the pupils' writing, whether on the classroom walls or as items in the classroom library. As such, it can become part of the pupils' reading material and provide stimulation to the reader and encouragement for the writer.

Independent Reading Time

Independent reading time – or sustained pupils' silent reading – is a critical component of a well-designed language programme. Teachers should provide at least fifteen minutes every day for learners to practise reading in a book they've selected. By doing this, learners develop their vocabulary, fluency, comprehension, word identification skills, and stamina, but they also develop a culture of reading.

Active Learning

Active learning is learning by doing. It includes games, role-play, project work, investigation and problem solving. Active learning helps motivate pupils and helps them to develop a higher level of skills and understanding and a positive attitude to learning.

Gender Equality

Girls and boys have an equal right to quality education. It is important to choose boys and girls equally when asking questions, perhaps by asking a boy, then a girl, in turn. Teachers can promote gender equality in their classroom by changing the sitting arrangement and groups regularly. They can also ask boys and girls to take responsibility for tasks in turn.



Homework

At the end of the lesson, write the homework clearly on the board and make sure that pupils have understood what they have to do and have copied it into their notebooks. Start the next lesson by reviewing the homework. Evaluate the previous lesson through the answers to the questions given for homework. If there are common errors, a teacher may need to go and revise the lessons relating to these errors.



The Purpose and Benefits of Assessment

An effective literacy programme includes regular assessment of pupils' learning. One purpose is to identify competences that need to be reviewed. Assessment provides teachers with information on which skills pupils have or have not mastered. It helps teachers know the skill levels of their pupils, since pupils have varying experiences and knowledge. The second purpose is to monitor pupil progress. The teacher can identify those pupils who need further review before covering additional content and those pupils who are ready to move forward. The third purpose is to guide teacher instruction. Through regular assessment, a teacher can make informed decisions about appropriate instruction for each pupil. Additionally, the fourth purpose of assessment is to provide teachers with information on how instruction can be improved. Keeping records of the assessments will help teachers identify individual problems. Records such as these should enable teachers to identify where individual pupils need help.

Inclusive Education

All pupils, including pupils with special educational needs, have the right to an education that is appropriate to their needs. The aims of education for pupils with special educational needs are the same as those for all pupils. Education should be about enabling all pupils, in line with their abilities, to live full and independent lives so that they can contribute to the development of their communities, cooperate with other people, and continue to learn throughout their lives. Education is about supporting pupils in developing their spiritual, moral, cognitive,



emotional, imaginative, aesthetic, social and physical abilities. One of the most difficult tasks facing primary teachers is to find ways of meeting the learning needs of all the pupils in their class. In any class, there will be some pupils with learning difficulties and others who are more able or gifted. It is important that all pupils develop self-confidence and self-respect and enjoy learning.

Pupils with special educational needs are, first of all, pupils, and have much in common with other pupils of the same age. There are many aspects to a child's development that make up the whole child, including: personality, the ability to communicate (verbal and non-verbal), resilience and strength, the ability to appreciate and enjoy life, and the desire to learn. Each child has individual strengths, personality and experiences so particular disabilities will impact differently on individual pupils. A child's special educational need(s) should not define the whole child.

Successful strategies for teaching children.

Praise and encourage children for trying and when successful. Praise with words and through gestures. Try to link lessons with children's experiences and everyday life. Use group or paired work so that children can learn from their classmates. Read out what you have written on the board. Face the class when speaking. Speak clearly and loudly but don't shout. Try to ensure children practice their skills using different materials, for example, reading words on flashcards, writing words, reading words in books. Assess the children's understanding before moving on to a new topic. Encourage children to watch and listen to their peers. Make sure you have the class attention when teaching. Encourage the child to use a pointer or their finger when reading to help them keep their place.



Teaching tip

IMPROVE

Interest pupils by making lessons stimulating and enjoyable

Motivate by giving positive help and praise

Plan a variety of methods and activities that involve pupils in their own learning

Reinforce learning by building on existing knowledge and understanding and linking to new knowledge

Offer opportunities for success

Verify How much pupils have learned by monitoring progress.

Evaluate Your performance through observation and reflection.

Games and puzzles

Primary 1 Games and Puzzles

Games are fun learning activities that provide opportunities for the learners to practise their newly acquired language. Games also serve as a useful starter or as warm-up activities. The following games are included in the Primary 1 English programme:

Buzz

Write words or letters on the blackboard. Point to the words in random order. Pupils say the name of the word as quickly as possible.

Complete the word

In each of these puzzles, there are two blanks. Fill in the blanks with letters to complete an English word. For example, use the letters “a” and “w” to make Kiny_r_anda = Kinyarwanda. This game reinforces vocabulary, knowledge of word structure, and spelling patterns.

I see

One pupil selects an object, such as a car, and says, “I see something that begins with the letter C.” The other pupils look around and try to guess what the object is. Pupils can use colours to describe the object, such as “I spy something green.” This game aids young pupils in becoming familiar with the alphabet, and also with observation. It can be played as a whole class or in small groups or pairs.

Role-play

Role-play is a form of drama where the learner takes on another person’s role to use language authentically in a situation similar to his/her real life – for example, shopping in the market, going to visit the doctor.

Say and draw

This is a method of practising new vocabulary or assessing the vocabulary already learnt. The teacher says the name of an object and the learner quickly draws it.

Dictation

This is a way of practising listening skills or assessing the learners’ ability to understand the spoken language. Dictation can be given in different ways. One way is for the teacher to say a letter, a word or sentence twice while the learners actively listen. The teacher then says the sentence once more and the learners write the sentence in their exercise books.

What is missing?

Write five vocabulary words on the blackboard. Read the words with the class. Ask the pupils to close their eyes. Erase one of the words. Ask the pupils to read the words again. Ask the pupils, “What word is missing?” Pupils identify the word and help the teacher to spell the word on the board. Repeat, each time erasing a different word.

Word detective

Select some words from the Pupil’s Daily Reader. Say the name of the word, then the pupils must scan the story and find the word as quickly as possible. When the pupils have found the word, they put their finger on the word and raise their hand.

Alphabetical Awareness – games and activities

There is a great deal to know about letters. Letters have shapes, direction and names, and they represent sounds. Learning the names and sounds of letters is an important first step, and learning about how letters make syllables helps pupils to view the writing system as a series of patterns that are organised at a syllable level.

What's next?

The teacher says a series of four or five letters and the pupils have to say which letter comes next. Example: D E F G? (H)

Clap clap

The teacher tells the pupils what they will be expected to do when the music stops (example: "When the clapping stops, you will trace the letter 'a' where I tell you").

The teacher then starts clapping his/her hands. When the teacher stops clapping, he/she gives an instruction (example: "Trace the letter 'a' in the air!" or "Trace the letter 'a' on your leg!").

Pass the pencil

The teacher distributes five pencils around the room. The teacher then sings a song, or beats a drum, or plays music on the radio while the pupils pass the pencil amongst themselves. When the music stops, the pupils with a pencil in their hand must answer a question from the teacher.

Guess my sound

The teacher says several words that have a common syllable (beginning, middle or end) and the pupils must identify the syllable and say the syllable, say the letters that make it, and write the syllable.

Change that letter

The teacher gives a word and asks the pupils to change a letter: either the first letter (cat = bat), the last letter (cat = cab), or the middle letter (cat = cut).

Letter picture match

The teacher chooses a key word that begins with a specific letter and the pupils match pictures of things that begin with that letter.

Example: the letter F as in FISH: fork, foot, fire, fence, five, fan, four...

The elastic word

Pupils pretend they can stretch a word like a rubber band and segment each sound:

Phoneme: mmmm – aaaa – tttt: mat

Syllable: mmmmooooooo – ttthhheeeerrrrr: mother

Do this if you hear...

Ask the pupils to put their hand on their head if they hear a certain sound in a word, for example 's'. Slowly say the following words, and after each word, confirm whether it has the 's' sound: bin, bet, cat, sit, sun, banana, Sam, sing.

Low cost teaching resources

The teaching aids are an essential part of learning process. It is important for pupils to have a variety of learning experiences. If teachers provide materials that add interest to the lesson, this can help to reinforce learning. Having a print-rich environment is important for developing pupils' language skills because they discover that there is another way to communicate—through print. A print-rich environment helps foster skills needed for reading. Pupils begin to discover cues that help them figure out words they see which lays the foundation for reading. A print-rich environment also spurs an interest in writing. Pupils want to model what they see around them and communicate in written form. Carefully arranged environments alone do not teach. They provide the opportunity for pupils to engage in the use of language with each other; however, it takes the guidance of sensitive, knowledgeable teachers to realize the potential of teaching aids.



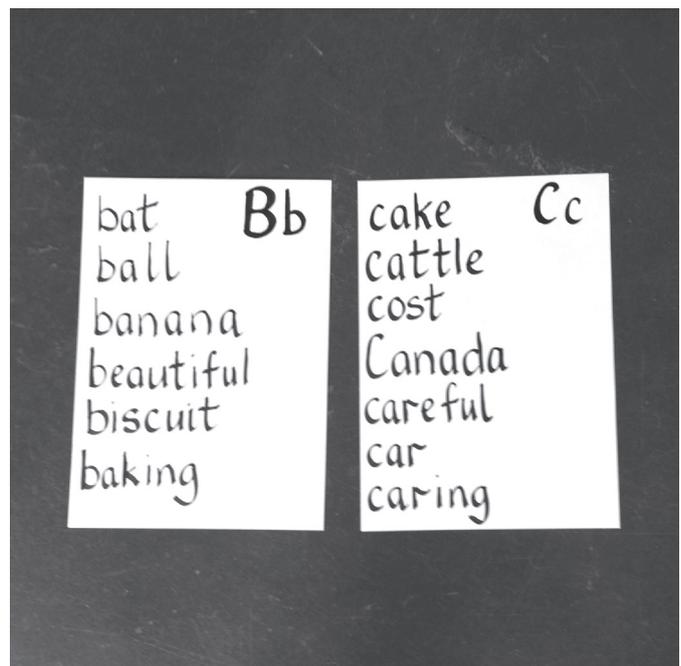
Some sample activities with flashcards

Flashcards are a useful teaching resources. They are easy to make and can be used in a variety of ways. These are a few examples:

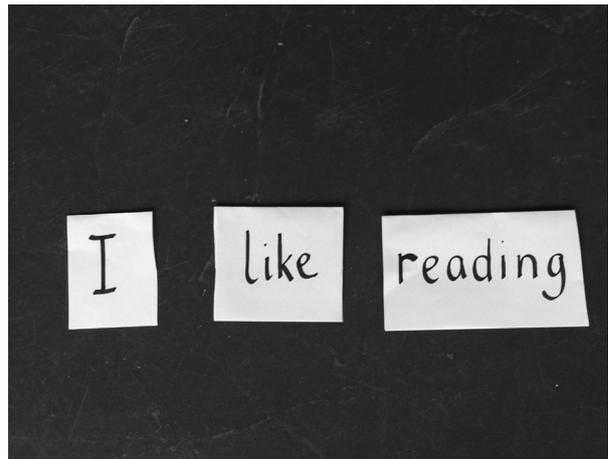
- Putting words together to make sentences
- Illustrating a word with a drawing to build vocabulary
- Identifying the words that begin with the same letters
- Identifying the words that end with the same letters
- Identifying syllables that rhyme
- Identifying syllables that begin with the same sound
- Reading words as fast as you can in random order
- Putting flashcards on objects: the word window on the window
- Matching opposites.

Word walls

Each year pupils must learn and use sufficient amount of new words. The use of a word wall in a classroom can be a highly effective teaching strategy to improve literacy skills. Word wall activities encourage active pupil participation. Gestures, such as pointing to keywords during a lesson,



offer visual reinforcement, which can be very helpful for pupils. Word wall activities engage pupils while they learn key vocabulary, whether it be learning to explain a word, to compare it to other key concepts, or to spell it. A word wall is a group of words that are displayed on a wall, bulletin board, chalkboard, or white-board in a classroom. The words are printed in a large font so that they are easily visible from all areas of the classroom. The teacher and pupils refer to these words continually throughout a unit or term during a variety of activities.



Charts and posters

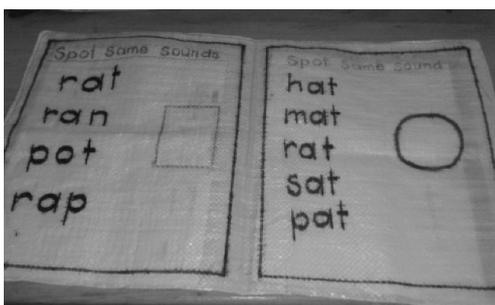
Charts and posters can provide an approach to meaningful teaching of vocabulary with an emphasis on pupil engagement and higher level thinking skills. Charts can help:

- build vocabulary, thereby improving reading comprehension and writing style;
- reinforce understanding of subject-specific terminology with a focus on pupils internalizing key concepts;
- help pupils improve spelling and awareness of spelling patterns;
- provide visual cues for pupils;
- encourage increased pupil independence when reading and writing.

Displaying pupils' writing

Displaying pupils' writing in the classroom sends a message to pupils that their work and their learning are important. Children can share their writing in a number of ways:

- give the writing to the teacher to respond to it;
- read it out loud in class or to another class;
- display it on the classroom wall;
- make it into a book for keeping in the class library.



Fostering attitudes and values in Primary 1

Teachers exemplify the values that lead to intellectual curiosity and learning, and can foster positive attitudes and values in the pupils in their classes. This can be achieved in a number of ways. How teachers interact with pupils can establish the classroom as a place that nurtures hard work, creativity, innovation, respect, and appreciation for the unique abilities of each learner. In making a classroom a positive and supportive learning environment that promotes key attitudes and values, teachers should ensure they do the following:

- **Treat all learners equally and encourage participation**

When teachers are fair in their treatment of pupils in their classes, pupils will understand that the school community cares about the success of each and every one of them. A teacher should call on girls as often as on boys. Effective communication involves listening, speaking and taking turns. A good teacher *manages* communication to be sure that all pupils have an opportunity to answer questions. A good teacher does not allow only a few pupils to dominate the discussion. Teacher should model and encourage active listening, in which pupils take responsibility for listening to and understanding what each other says. This is a vital part of the learning environment. Opinionated speaking is equally important, clearly stating thoughts and feelings without interfering with the rights of others.

Co-operation enables learners to work together, sharing responsibilities, materials, roles and learning. Small groups of pupils can divide roles and share responsibilities between them. Co-operation must be practised if groups of pupils are to work independently.

Problem-solving and negotiation help learners to resolve conflicts and make decisions.

- **Establish structures for learning**

Pupils learn best when the learning is dynamic and active, and takes place in a context of order and stability. Teachers should create a chart of class jobs and responsibilities, to involve pupils in keeping their classrooms clean and organised. At the beginning of the school year, teachers should discuss rules for co-operation and working in small groups. It is important that pupils understand the classroom rules so they can adhere to them.

- **Act as a role-model to pupils**

Teachers should describe and demonstrate the behaviours that they expect from their classes. When teachers are confident and competent in presenting to their classes, they lay the foundation for effective learning. Teachers should prepare materials and review lessons in advance in order to ensure they have mastered the information and skills at the core of the activity.

- **Avoid negative communication**

Teachers should avoid negative and disrespectful communication with children as this destroys the environment that nurtures learning. When teachers are dismissive of incorrect or wrong answers, they discourage learners from responding again. It is important to teach pupils the importance of perseverance, hard work, and trying again when they do not succeed.

Integrating cross cutting issues into teaching and learning.

Cross cutting issues are issues that touch a number of different aspects of the society. The curriculum reflects the significance of connections between different subject areas, integrating them across years and cycles. The crosscutting issues, which have been integrated in the curriculum, are described below:

- Comprehensive Sexuality Education
- Environment and Sustainability
- Financial Education
- Genocide Studies
- Gender
- Inclusive Education
- Peace and Values Education
- Standardisation Culture

How to integrate cross cutting issues into teaching

When integrating cross-cutting issues into teaching the teacher should:

1. Examine the syllabus and identify topics or areas where the different cross-cutting issues can be integrated.
2. Find the content of the cross-cutting issue which is to be integrated into the content of the selected topic.
3. State the core messages which the pupil will learn.
4. Choose the teaching and learning method which will help the pupils develop the intended knowledge, skills competencies and attitudes.
5. Plan the lesson while integrating the subject matter content with the content of the cross-cutting issue.

Lesson planning and preparation

A lesson plan is the teacher's road map of what pupils need to learn and how that can be achieved effectively during class time. Before planning a lesson, the teacher will first need to identify the learning objectives for the class period. Then, teachers can design appropriate learning activities and develop strategies for gathering feedback on pupil learning. Providing specific instructional objectives for pupils' learning will help teachers determine the kinds of teaching and learning and interdisciplinary issues to be addressed. When planning lessons, teachers must ensure that learners with special educational needs have equal access to learning. The teacher and learning activities outlined in the lesson plan will define how teachers can assess whether the learning objectives have been accomplished. A successful lesson plan addresses and integrates the following three key components:

- objectives for pupils' learning
- teaching and learning activities
- strategies to assess pupils' understanding.

Sample Lesson Plan

Term	Date	Subject	Class	Unit	Lesson Number	Duration	Class size
One	10/02/16	English	P1 (A)	1	1 /25	40 min	52
Pupils with Special Education Needs	Hearing impairment (1): Seat the pupils in front of the teacher so they can see the teacher speak and point to illustrations on the chalkboard. Visual impairment (2): Seat the pupils in such a place that they can see the teacher pointing to the illustrations in the book and can see the teacher's facial expressions and gestures as she is reading.						
Unit title	Unit 1: Welcome to the classroom						
Key unit competence	Use language in the context of the classroom						
Title	Good morning. Good afternoon. Good evening.						
Plan for this class	The lesson will be taught in the classroom. The pupils will be seated in a horseshoe shape to enable them to view the pictures in the read-aloud storybook and to listen to the story as the teacher reads.						
Instructional objectives	Given pictures of a sunrise, full sun and sunset, learners will be able to greet each other appropriately according to the time of day.						
Materials	Pupil's daily reader: <i>Page 1</i> . A picture of a sunrise, full sun and sunset						
References	Rwanda National Curriculum Primary 1 <i>Collins Junior English Dictionary</i>						

Timing	Description of teaching and learning activity		Generic competences and cross-cutting issues to be addressed
	Teacher activities	Learner activities	
Introduction 5 minutes	<p>The teacher reviews the previous lesson by playing the Stand Up! game. In this game, the teacher gives the instructions ‘Stand up!’ ‘Sit down!’ ‘Repeat!’ ‘Listen!’ and ‘Clap!’.</p> <p>The teacher asks the pupils to predict what today’s lesson will be about.</p> <p>The teacher presents and displays the lesson objectives for today.</p>	<p>The pupils follow the class-room instructions to stand up, sit, down, repeat and clap when they hear the instructions.</p> <p>The pupils predict what today’s lesson objectives will be.</p> <p>The pupils ask questions about the learning objectives.</p>	<p>Cross-cutting issues: Peace and values education— This lesson enables pupils to develop their communication and interpersonal skills by providing pupils with knowledge, skills and attitudes to create conditions conducive to peace, respect and living harmoniously.</p>
Development of the lesson 30 minutes	<p>The teacher introduces the lesson by waving and saying hello to the pupils. The teacher asks the pupils to greet their partners the same way.</p> <p>The teacher explains that there are other ways to greet someone and asks the pupils if they know other greetings.</p> <p>The teacher displays the morning picture (sunrise) for the pupils to see and asks the pupils to identify what they can see in the picture.</p> <p>The teacher explains to the pupils that it is the morning and that the morning is the beginning of the day.</p>	<p>The pupils wave and say hello to the teacher.</p> <p>The pupils greet their partners by saying hello and shaking their partners’ hands.</p> <p>The pupils identify other ways to greet people they know.</p> <p>The pupils look at the picture and identify things in the picture, such as a boy, a girl and the sun.</p> <p>The pupils say and repeat the word ‘morning’.</p>	<p>Communication: During the presentation, the pupils communicate and convey information and ideas by speaking; learn about and use new vocabulary words; and listen to their classmates’ ideas.</p>

	<p>The teacher explains to the class that we can greet people depending on the time of the day.</p> <p>The teacher models how to greet someone by saying 'Good morning'.</p> <p>The teacher asks the pupils to greet each other using the greeting 'Good morning', first in groups and then in pairs.</p> <p>The teacher repeats the activity with the phrases 'Good afternoon' and 'Good evening', showing the pictures of the full sun and sunset.</p> <p>The teacher sings the 'Good morning, good evening' song.</p> <p>The teacher points to the pictures, and the pupils say the greeting for that time/picture in English.</p> <p>The teacher invites some pupils to the front of the class and asks them to model the greetings 'Good morning', 'Good afternoon', and 'Good evening'.</p>	<p>The pupils say and repeat the words 'Good morning'.</p> <p>The pupils sing the 'Good morning, good evening' song.</p> <p>The pupils say the greeting for that time of day.</p> <p>In pairs, the pupils practice greeting each other as they shake hands, saying 'Hello', 'Good morning', 'Good afternoon' and 'Good evening'.</p> <p>The pupils repeat the song and do the actions for the song.</p>	<p>Cooperation, interpersonal relations and life skills: The pupils have an opportunity to learn collaboratively with their peers; their homework provides an opportunity to connect with their family around their school work.</p>
<p>Conclusion 5 minutes</p>	<p>Summary The teacher asks pupils what they learned in that day's lesson. The teacher asks the pupils why it is important to greet people politely.</p> <p>Assessment The teacher points to the pictures of the sunrise (morning), full sun (afternoon) and sunset (evening). The pupils will be able to greet each other appropriately according to the time of day.</p>	<p>The pupils summarize what they have learned in that day's lesson. Some pupils present their ideas about greeting people politely.</p> <p>The pupils say the appropriate greeting for the time of day.</p>	
<p>Homework</p>	<p>The pupils greet their family members with the new phrases they learned.</p>		
<p>Teacher self-evaluation</p>			

UNIT 1: WELCOME TO THE CLASSROOM

Key competence: To use language learnt in the context of the classroom.

Topic area: Oral and Written Communication

Sub-topic area: Listening, speaking, reading, writing

Values: Respect everyone in the classroom.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9
Lesson name	Good morning. Good evening.	Good morning. Good afternoon. Good evening.	How are you? I am fine, thank you.	Hello. How are you?	Hello. What is your name?	Hello. What is your name?	Nice to meet you.	Nice to meet you.	Who are you? I am ...
Key content	Good morning. Good evening.	Good morning. Good afternoon. Good evening.	How are you? I am fine, thank you.	Hello. How are you?	Hello. What is your name? My name is...	Hello. What is your name? My name is ...	Hello. What is your name? My name is ... Nice to meet you.	How are you? I am fine, thank you. Nice to meet you.	Who are you? I am ...
Language structure				Possessives	Possessives	Possessives	Possessives	Possessives	

	Lesson 10	Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15	Assessment	Review
Lesson name	I am ... He is ... She is ...	Who is this? This is ...	Who is this? This is ...	Stand up! Sit down! Clap!	Look! Listen! Repeat!	Jump! Speak and Sing.	Assessment	Review
Key content	Who is he? Who is she? He is.... She is.... I, you	Who is he? Who is she? He is....She is....	Who is he? Who is she? He is....She is....	Stand up! Sit down! Clap!	Look! Listen! Repeat!	Jump! Speak and Sing.	Assessment 1: Greet people Assessment 2: Introduce oneself and others Assessment 3: Follow instructions	Remediation teaching
Language structures	Personal Pronouns	Personal Pronouns	Personal Pronouns					

Attitudes and values: respect everyone in the classroom

As pupils work, play and learn together, they learn important social skills. They gain experience in getting along in groups, working together to achieve a goal, negotiating and compromising. They also learn basic manners and develop empathy for others. These are skills that children need not only in school but also throughout life. The following are guidelines for teaching and assessing the attitudes and values in this unit (respect everyone in the classroom). Examples of learning and teaching activities are provided so that teachers can identify when and how to promote and foster these attitudes and values as part of their lessons. Assessment criteria are also provided to enable the teacher to assess pupils' attitudes accurately without bias or subjectivity.

Examples of teaching and learning activities

- The teacher acts as a role model promoting good communication skills; for example, when modelling dialogues, the teacher greets pupils politely in class and the pupils respond appropriately.
- The pupils practise greeting each other politely.
- The class discusses how to greet people politely.
- The pupils participate in pair and group activities.
- The pupils ask others their name and say their own names.
- The pupils introduce each other.
- The pupils listen to and practise following classroom instructions.
- The pupils listen to one another.
- The pupils are respectful of others' points of view.

How to assess attitudes and values in this unit

Observation: assessment criteria

Through observation, the teacher gathers information by watching pupils interacting, conversing, working, playing etc. Observation is very important because it is used before the lesson begins and throughout the lesson, with the teacher continuing to observe each and every activity.

Observation criteria	Achieving the standard very well	Achieving the standard	Achieving parts of the standard	Not yet achieving the standard
The pupil ...				
Greets the teacher politely and by the correct name				
Greets classmates politely and by the correct names				
Waits for a turn to talk in class				
Sits still when supposed to				
Listens to the teacher when the teacher is explaining a topic				
Works co-operatively with a partner, taking turns				
Raises hand to ask or answer a question				
Pupil listens to other pupils and waits patiently for a turn to speak				
Pupil is respectful of others' points of view.				

Lesson 1 Good morning. Good evening.

Learning objectives

- Recognise words for classroom instruction (knowledge and understanding).
- Greet people in a school and home setting (skills).

Materials

The Good Morning, Good Evening song.
Pictures of morning and evening.

Teaching tip

When introducing new vocabulary to the class, try to show the corresponding object, mime the action, or draw a picture on the board to help pupils guess the meaning of the word.

Key content

Good morning.
Good evening.

Introduction

The teacher greets the pupils and welcomes them to the classroom.

Development of the lesson

- Using pictures, the teacher introduces the words: *morning, evening*.
- The pupils guess what the words mean.
- The teacher explains the meaning of the words.
- The teacher introduces the greetings: *Good morning. Good evening*.
- The teacher models the greetings.
- The pupils repeat the greetings after the teacher.
- The teacher sings *The Good morning, Good evening* song.
- The pupils sing the song.
- The teacher models how to greet someone and shake their hands.
- In pairs, the pupils practise greeting each other using: *Good morning. Good evening*.

Additional activities

The teacher invites a boy and a girl to come to the front and greet each other using: *Good morning. Good evening*. The teacher repeats the activity with another boy and girl.

Assessment

The teacher asks pupils what greeting do they say in the morning and evening.

The pupils demonstrate how to greet someone using the correct greeting.

Homework

The pupils greet family members with: *Good morning. Good evening*.

Lesson 2 Good morning. Good afternoon. Good evening.

Learning objectives

- Recognise words for classroom instructions (knowledge and understanding).
- Greet people in a school and home setting (skills).

Materials

The Good morning, Good evening song.

Teaching tip

Teachers can role model how we can communicate with others using words and gestures. This will help develop a positive attitude and positive values.

Key content

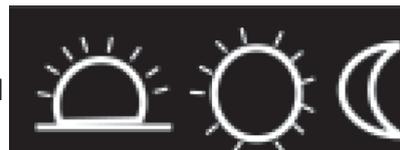
Good morning.
Good afternoon.
Good evening.

Introduction

The class sings *The good morning, good evening* song.

Development of the lesson

- The pupils recall what they learned in the previous lesson.
- The teacher draws a sunrise (morning), a full sun (afternoon) and a moon (evening) on the chalkboard.
- Using pictures, the teacher introduces the word: *afternoon*.
- The pupils guess what the pictures mean.
- The teacher explains the meaning of the word.
- The teacher points to a drawing and says the time of day, *morning, afternoon or evening*.
- The pupils repeat the words saying: *morning, afternoon or evening*.
- The teacher points to a drawing and asks the class to say: *morning, afternoon or evening*.
- The teacher invites a boy and a girl to the chalkboard.
- The teacher says: *morning, afternoon or evening*.
- The pupils point to the correct drawing.
- The teacher introduces the greeting: *Good afternoon*.
- The teacher models the greeting.
- The pupils repeat the greeting after the teacher. The teacher points at the drawings on the board.
- In pairs, the pupils greet each other with *Good morning. Good afternoon. Good evening*, depending on the picture the teacher is pointing at.
- The pupils look at their daily readers and discuss what the children are doing in the pictures.



Additional activity

The teacher invites a boy and a girl to come to the front and greet each other using: *Good morning. Good evening.*

Assessment

The teacher points at the drawings on the board. In pairs, the pupils shake hands and say the correct greeting using: *Good morning. Good afternoon. Good evening.*

Homework

The pupils practise the greetings: *Good morning. Good afternoon. Good evening*, at home.

Lesson 3 How are you? I am fine, thank you.

Learning objectives

- Recognise words for classroom instructions (knowledge and understanding).
- Greet people in a school and home setting (skills).

Materials

How are you today? Song.

Teaching tip

It is important to sing songs that reinforce the vocabulary and language structures covered in the lesson. Keep songs short and simple and repeat them often.

Key content

Hello. How are you?

I am fine, thank you.

Introduction

- The teacher greets the class with the greetings: *Good morning. Good afternoon. Good evening*.
- In pairs, the pupils greet each other.
- The class sings *The Good Morning, Good Evening* song.

Development of the lesson

- The class discuss how to greet someone politely.
- In pairs, the pupils demonstrate how to greet someone politely.

- The teacher models the greetings: *Hello. How are you? I am fine, thank you.*
- The pupils repeat the greetings.
- The teacher sings the *How are you today?* song.
- The class sings the *How are you today?* song.
- In pairs, pupils greet each other with: *Hello. How are you? I am fine, thank you.*
- The class plays the *Clap, clap* game, using: *Hello. How are you? I am fine, thank you.*
- The class play the *Pass the pencil* game answering: *I am fine, thank you.*

Additional activity

In groups, pupils play the *Pass the pencil* game, using: *How are you? I am fine, thank you.*

Assessment

The teacher asks *How are you?* and the pupils answer the question.

Homework

The pupils practise asking family members: *How are you?*

Lesson 4 Hello. How are you?

Learning objectives

- Recognise words for classroom instructions (knowledge and understanding).
- Greet people in a school and home setting (skills).

Materials

The Hello Song.

How are you today? song.

Teaching tip

When modelling greetings to the pupils, encourage them to smile when waving their hand.

Key content

Hello. How are you?

I am fine, thank you.

Introduction

- The teacher greets the class with an appropriate greeting for the time of day.
- In pairs, the pupils greet each other.
- The class sings the *How are you today?* song.

Development of the lesson

- The teacher waves to the class and introduces the greeting: *Hello.*
- The pupils repeat the greeting and wave to the teacher.
- In pairs, pupils greet each other with: *Hello.*
- The teacher sings *The Hello Song.*
- The pupils sing the song.
- The class plays the *Clap, clap* game, using: *Hello. How are you? I am fine, thank you.*
- The class play the *Pass the pencil* game answering: *I am fine, thank you.*

Additional activity

In groups, pupils play the *Pass the pencil* game, using: *Hello. How are you? I am fine, thank you.*

Assessment

The teacher asks *How are you?* and the pupils respond to the question.

Homework

The pupils practise greeting family members with the greeting: *Hello.*

Lesson 5 Hello. What is your name?

Learning objectives

- Recognise familiar names and words (knowledge and understanding).
- Ask someone their name and say their own (skills).

Materials

The Hello Song.

What's your name? song.

Teaching tip

Speak slowly and use hand gestures when teaching English to P1 pupils. Using gestures can help them understand; for example, pointing to yourself when you say 'me' or 'my' and pointing to the other person when you say 'you' or 'your.'

Key content

Hello.

What is your name?

My name is...

Possessives.

Introduction

- The teacher greets the pupils.
- The class sings *The Hello Song*.

Development of the lesson

- The teacher models how to greet someone: *Hello. What is your name? My name is Mahoro.*
- The pupils repeats the greeting.
- The teacher asks pupils: *What is your name?*
- The pupils answer the question.
- The teacher sings the *What's Your Name?* song.
- The pupils sing the song.
- In pairs, the pupils greet each other and respond to greetings.
- The teacher introduces the possessives: my, your, his, her.
- The teacher models: *My name is... Your name is... His name is... Her name is...*
- The pupils repeat the phrases.
- The class plays the game *Pass the pencil* using the phrase: *My name is...*

Additional activities

- In groups, the pupils play the *Leader Game* using: *Hello. What is your name? My name is ...*
- In pairs, the pupils sing *The Hello Song*.

Assessment

The pupils sing *The Hello Song* using their own names. The teacher asks the pupils: *What is your name?* The pupils answer: *My name is ...*

Homework

- The pupils practise greeting their family members using: *Hello. What is your name?*
- The pupils sing *The What's your name?* song.

Lesson 6 Hello. What is your name?

Learning objectives

- Recognise familiar names and words (knowledge and understanding).
- Ask someone their name and say their own (skills).

Materials

The *What's Your Name?* song.
Pupil's Daily Reader, unit 1, page 4.

Teaching tip

When using the Pupil's Daily Reader, encourage pupils to turn the pages carefully and not to write on the book.

Key content

What is your name?
My name is...
Possessives

Introduction

- The teacher greets the pupils.
- The class sings *The Hello Song*.
- The pupils demonstrate what they learned in the last lesson.

Development of the lesson

- The class reviews possessives.
- The teacher brings a boy and a girl to the front and says the phrases: My name is... Your name is... His name is... Her name is...
- The teacher explains the importance of greeting someone politely.
- The teacher walks around the classroom shaking hands and greeting the pupils.
- The teacher invites a boy and a girl to model greeting each other politely.
- The teacher sings the *What's Your Name?* song.
- The pupils sing the song.
- In pairs, the pupils greet each other and respond to greetings.
- The teacher asks the pupils to take out their Daily Reader.
- The pupils look at the pictures and describe what the people in the pictures are saying.

Additional activity

The teacher invites a boy and a girl to come to the front and sing *What is your name?* Song.

Assessment

The pupils sing *The Hello Song* using their own names.

The teacher asks the pupils *What is your name?* The pupils answer: *My name is ...*

Homework

The pupils practise greeting their family members using Hello. What is your name? My name is...

The pupils sing the *What's Your Name?* Song.

Lesson 7 Nice to meet you!

Learning objectives

- Recognise familiar names and words (knowledge and understanding).
- Introduce themselves and others (skills).

Materials

The *Hello Song*.

What's your name? Song.

Teaching tip

Try to use pair and group work as part of the lesson. Pair and group work provide pupils with an opportunity to practise their listening and speaking skills.

Key content

Hello. What is your name?

My name is... Nice to meet you.

Possessives.

Introduction

- The teacher greets the pupils.
- The pupils sing *The Hello Song*.
- The pupils demonstrate how to greet someone politely.

Development of the lesson

- The class reviews possessives.
- The teacher brings a boy and a girl to the front and says the phrases: My name is... Your name is... His name is... Her name is...
- The teacher introduces the *Clap, clap* game, using: *Hello. My name is... What is your name?*
- The pupils play the *Clap, clap* game.
- The teacher models: *Hello. My name is... What is your name? My name is Nice to meet you!*
- The pupils guess what *Nice to meet you!* means.
- The teacher explains when to use the greeting: *Nice to meet you!*
- The pupils identify who they can greet at home and school using the new words.
- The class practise: *Hello. My name is... What is your name? My name is Nice to meet you!*
- The teacher invites a boy and a girl to model the dialogue.
- In pairs, the pupils practise the dialogue.
- The teacher walks around the room listening to the pupils and helping those who need support.

Additional activity

The pupils play the *Pass the pencil* game, using: *Hello. My name is ... What is your name? Nice to meet you.*

Assessment

The pupils demonstrate how to use the phrase: *Nice to meet you.*

Homework

The pupils practise greeting their family members and sing *The Hello Song*.

Lesson 8 Nice to meet you!

Learning objectives

- Recognise familiar names and words (knowledge and understanding).
- Greet people in a school and home setting (skills).

Materials

The *How Are You Today?* song.

Teaching tip

Be gender sensitive: Involve boys and girls equally when asking questions and organizing classroom activities.

Key content

How are you?
I am fine, thank you.
Nice to meet you.

Introduction

The pupils describe and demonstrate how they greeted their families yesterday.

Development of the lesson

- The pupils sing the *What's your name? Song*.
- The teacher models: *Hello. My name is... What is your name? My name is Nice to meet you!*
- The class practise: *Hello. My name is... What is your name? My name is Nice to meet you!*
- The teacher invites a boy and a girl to model the dialogue.
- In pairs, the pupils practise the dialogue.
- The teacher walks around the room listening to the pupils and helping those who need support
- In pairs, the pupils greet each other and respond to greetings.

Assessment

The pupils answer the question *How are you?* using *I am fine, thank you*.

Homework

The pupils sing the *How are you today? Song* for family members.

Lesson 9 Who are you? I am

Learning objectives

- Identify personal pronouns (knowledge and understanding).
- Introduce themselves (skills).

Materials

The *Hello Song*.

The *Who are you?* Chant.

Teaching tip

Try to teach dialogue and new vocabulary in context. In this lesson, ask the pupils to knock on the classroom door and practise: *Who are you? I am...*

Key content

Who are you?
I am...

Introduction

- The pupils sing *The Hello Song*.
- The pupils describe what greeting they practised at home the previous day.

Development of the lesson

- The teacher introduces the dialogue: *Who are you? I am ...*
- The pupils repeat: *Who are you? I am ...*
- The class practises the question and answer.
- The teacher demonstrates knocking on a door.
- The class ask: *Who are you?*
- The teacher invites pupils to knock on the door.
- The pupils ask: *Who are you?* The pupils answer.

- In pairs, the pupils practise greeting each other: *Who are you? I am ...*
- The teacher sings the *Who are you?* chant.
- The pupils sing the *Who are you?* chant.
- In groups, the pupils practise the dialogue: *Who are you? I am ...*

Additional activity

The class plays *The Leader* game, using *Who are you?*

Assessment

In pairs, the pupils ask and answer *Who are you? I am ...*

Homework

The pupils greet family members with the new phrases they learned today.

Lesson 10 I am ... He is ... She is...

Learning objectives

- Identify personal pronouns (knowledge and understanding).
- Introduce themselves and others (skills).

Materials

Who is she? Who is he? chant.

Teaching tip

When teaching personal pronouns say 'I' and point to you. The teacher asks pupils to do the same (pointing to themselves). Repeat a few times. Next, say 'you' and point to someone and say 'you', again encourage pupils to follow along. For 'he' and 'she', point at a girl and a boy. Encourage pupils to point and repeat.

Key content

Who is she? Who is he?

I, you, he, she, is

Introduction

- The class sings the *Who are you? Song*.
- The teacher asks some pupils: *Who are you?*

Development of the lesson

- The class plays *Pass the pencil* using: *Who are you? I am...*
- The teacher introduces personal pronouns: I, you, he and she.
- The pupils say and point to each other saying: *I, you, he, and she*.
- The teacher invites a boy and a girl to the front of the classroom and introduces them asking: *Who is she? Who is he?*
- The pupils repeat the answers.
- The teacher repeats the activity with a boy and a girl.
- The teacher sings the *Who is she? Who is he?* chant. The pupils repeat the song.
- In groups of four, the pupils practise asking and answering: *Who is she? Who is he?*
- The teacher invites some groups to the front of the class to model the dialogue.
- The class discuss when might you ask the question: *Who is he? Who is she?*

Additional activities

- The class plays the game *Pass the pencil*. When the clapping stops, the class answers *He is ... She is...* about the pupil holding the pencil.
- The class plays the *Leader Game*. The leader asks the question *Who is he? Who is she?* And the group responds with *He is.... She is ...*

Assessment

The teacher picks two boys and girls from the classroom. The pupils name them using *He is... She is...*

Homework

The pupils demonstrate to their family members I, you, he, she.

Lesson 11 > Who is this? This is

Learning objectives

- Recognise words for classroom instructions (knowledge and understanding).
- Introduce themselves and others (skills).

Teaching tip

Display charts and posters in the classroom to teach new vocabulary. A picture of a boy and a girl will help teach new vocabulary in this lesson.

Materials

Who is he? Who is she? Chant.

A picture of a boy and a girl.

Key content

This is ...

Introduction

The class sings *The Hello Song* and the *How are you today?* song.

Development of the lesson

- The teacher sings the *Who is she? Who is he?* chant.
- The pupils sing the *Who is she? Who is he?* chant.
- The teacher introduces the dialogue: *Who is she? Who is he?*
- The class practises the dialogue.
- The teacher invites a boy and a girl to practise the dialogue in front of the class.
- In groups of four, the pupils practise the dialogue.
- The teacher points at pupils in the classroom asking *Who is she? Who is he?*
- The class plays *Pass the pencil*. When the pencil stops the pupils say: *He is ... She is ...*

Additional activity

In groups, the pupils play the *Leader Game*. The leader points to the first child and asks *Who is she?* or *Who is he?* The group answer: *This is She is a girl. He is a boy.*

Assessment

The teacher brings two boys and two girls to the front of the class. The teacher asks the class: *Who is she? Who is he?* The pupils answer *He is ... She is ...*

Homework

The pupils sing the *Who is he? Who is she?* Chant for family members.

Lesson 12 Who is this? This is?

Learning objectives

- Identify personal pronouns (knowledge and understanding).
- Introduce themselves and others (skills).

Materials

Who is she? Who is he? chant.

Pupil's Daily Reader, unit 1, page 2.

Teaching tip

Encourage pupils to practise English at home

with their parents. Ask pupils to practise their dialogue with their family members. Review their homework with them at the beginning of every class.

Key content

Who is this? This is _____?

He is ...

She is ...

Introduction

- The teacher asks the pupils to demonstrate the dialogue they learned in the previous lesson.
- The class sings the *Who is she? Who is he?* chant.

Development of the lesson

- The pupils identify someone in the class who is their friend.
- The teacher invites a girl to the front of the classroom and models the dialogue: *This is She is*
- The pupils repeat each line.
- The teacher repeats the activity with a boy.
- The pupils repeat each line.
- In groups, the pupils role-play the dialogue.
- The teacher invites a boy and a girl to role-play their dialogue.
- The pupils look at their daily readers and discuss what the children are doing in the pictures.
- In pairs, the pupils practise the dialogue.
- The class plays the *Clap, clap* game naming the pupils in the classroom using: *This is.... She / he is*

Additional activity

The class plays *Pass the pencil*. When the pencil stops, the child holding the pencil has to introduce his / her partner and identify them by saying: *This is She is or This is He is*

Assessment

The teacher brings two boys and two girls to the front of the classroom. The class identify the pupils using: *This is She is or This is He is*

Homework

The pupils practise asking their family members: *Who is she? Who is he?*

Lesson 13 Stand up! Sit down! Clap!

Learning objectives

- Recognise words for classroom instruction (knowledge and understanding).
- Listen to and follow instructions (skills).

Materials

Pupil's Daily Reader, unit 1, page 5.

Teaching tip

When introducing new vocabulary to the class, try to show the corresponding object, mime the action, or draw a picture on the board to help pupils guess the meaning of the word.

Key content

Stand up!

Sit down!

Clap!

Introduction

- The teacher greets the pupils and welcomes them to the classroom with the appropriate greeting for the time of day.
- The pupils point to each other saying: *I, you, he, she.*

Development of the lesson

- The teacher models the classroom instructions: *Stand up! Sit down! Clap!*
- The pupils follow the classroom instructions.
- The teacher demonstrates how to play the *Stand Up Game.*
- The class play the game.
- The teacher invites a group of four to the front of the class and says: *Stand up! Sit down! Clap.*
- The group follow the instructions.
- In groups of four, the pupils play the *Stand Up Game.*
- The teacher invites a boy and a girl to the front to play the game.
- The pupils look at their daily readers and discuss what the children are doing in the pictures.

Additional activity

In groups, the pupils play the *Leader Game.* The leader gives the instructions and the others follow the instructions.

Assessment

The teacher says the instructions: *Stand up! Sit down! Clap!* The pupils respond.

Homework

The pupils play the *Stand up* game with their families.

Lesson 14 > Look! Listen! and Repeat!

Learning objectives

- Recognise words for classroom instruction (knowledge and understanding).
- Listen to and follow instructions (skills).

Materials

Pupil's Daily Reader, unit 1, page 6.

Teaching tip

When introducing new vocabulary to the class, try to show the corresponding object, mime the action, or draw a picture on the board to help pupils guess the meaning of the word.

Key content

Look!
Listen!
Repeat!

Introduction

- The teacher greets the pupils and welcomes them to the classroom with the appropriate greeting for the time of day.
- The pupils sing *The Hello Song.*

Development of the lesson

- The teacher reviews the classroom instructions: *Stand up! Sit down! Clap!*
- The teacher models the classroom instructions: *Look! Listen! and Repeat!*
- The pupils follow the classroom instructions.
- The teacher demonstrates how to play the *Stand Up Game.*
- The class play the game.
- The teacher invites a group of four to the front of the class and says: *Look! Listen! Repeat!*
- The group follow the instructions.

- In groups of four, the pupils play the *Stand Up Game*.
- The teacher invites a boy and a girl to the front to play the game.
- The pupils look at their daily readers and discuss what the children are doing in the pictures.

Additional activities

In groups, the pupils play the *Leader Game*. The leader gives the instructions and the others follow the instructions.

Assessment

The teacher says the instructions: *Stand up! Sit down! Clap! Listen!* and *Repeat!* The pupils respond.

Homework

The pupils play the *Stand up* game with their families.

Lesson 15 > Jump, speak and sing

Learning objectives

- Recognise words for classroom instruction (knowledge and understanding).
- Listen to and follow instructions (skills).

Materials

Pupil's Daily Reader, unit 1, page 6.

Teaching tip

When introducing new vocabulary to the class, try to show the corresponding object, mime the action, or draw a picture on the board to help pupils guess the meaning of the word.

Key content

Jump
Sing

Introduction

- The teacher greets the pupils and welcomes them to the classroom with the appropriate greeting for the time of day.
- The pupils sing *The Hello Song*.

Development of the lesson

- The teacher reviews the classroom instructions: *Look, Listen* and *Repeat*
- The teacher models the classroom instructions: *Jump, Speak* and *Sing*.
- The pupils follow the classroom instructions.
- The teacher demonstrates how to play the *Stand Up Game*.
- The class play the game.
- The teacher invites a group of four to the front of the class.
- The group follow the classroom instructions.
- In groups of four, the pupils play the *Stand Up Game*.
- The teacher invites a boy and a girl to the front to play the game.
- The pupils look at their daily readers and discuss what the children are doing in the pictures.

Additional activities

In groups, the pupils play the *Leader Game*. The leader gives the instructions and the others follow the instructions.

Assessment

The teacher says the instructions: *Stand up! Sit down! Clap! Listen!* and *Repeat!* The pupils respond.

Homework

The pupils play the *Stand up* game with their families.

Unit 1: Welcome to the Classroom: Assessment Tasks

Invite pupils one by one to do the assessment.
The teacher asks the pupil the questions and notes the pupils answers.

Assessment task 1: Greet people

Good morning.

Good afternoon.

Good evening.

The teacher asks pupils what do you say to greet someone in the morning? Afternoon? And Evening?

☹	☺	☺
Did not say any greeting correctly.	Said less than 2 greetings correctly.	Said 3 greetings correctly and identified when they should be used.

Assessment task 2: Introduce oneself

The teacher asks the pupil the questions and notes how the pupil responds.

How are you?

What is your name?

How old are you?

Point to someone in the class, ask: Who is this?

☹	☺	☺
Did not answers any question correctly.	Said less than 2 answers correctly.	Answered 3 questions correctly.

Assessment task 3: Follow instructions

Teacher gives the instructions and notes how the pupil responds.

Stand up!

Sit down.

Clap.

Listen.

Look.

Repeat.

Speak.

Sing.

☹	☺	☺
Did not follow any instructions correctly.	Followed less than 4 instructions correctly.	Followed more than 4 instructions correctly.

UNIT 2: CLASSROOM OBJECTS

Key competence: To use language learnt in the context of objects in the classroom.

Topic area: Oral and Written Communication

Sub-topic area: Listening, speaking, reading, writing

Values: Care for classroom resources and materials.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9
Lesson name	Show me	What is this?	Point at a table, a blackboard, a duster.	This is a chair, a pencil, a rubber.	Point at a door, a window.	This is a book, a cupboard, a ruler.	Blue and red	Review: Blue and red	Green and yellow
Key content	Show me... A rubber, a pen, a ruler, a bag, a book	What is this? A rubber, a pen, a ruler, a notebook.	Point at a table, a desk, a blackboard, a duster, chalk.	Point at. A table, a desk, a chair, a blackboard, a duster.	Point at a door, a window.	A book, a cupboard, a ruler	What colour is this? Red, blue.	What colour is this? It is blue.	Green and Yellow
Language Structures	Indefinite article	Indefinite article	Indefinite article	Indefinite article	Indefinite article	Indefinite article	Colours	Colours	Colours

	Lesson 10	Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15	Lesson 16	Lesson 17	Assessment	Assessment
Lesson name	Green and yellow	What colour is this? What colour is that?	Review: Point at, show me	Black and white	Do you have a ... ?	Review: Do you have a ... ?	What do you see?	What do you see?	Assessment	
Key content	Green and yellow	What colour is this? What colour is that? This is That is	Colours	Black and white	Do you have a ... ? Yes. I have. No. I have not.	Do you have a ... ? Yes. I have. No. I have not	Review classroom objects	Review classroom objects	1: Name classroom objects 2: Identify colours 3: Possessions	
Language Structures	Colours	Colours	Colours	Colours	Plurals	Possessives				

Attitudes and values: care for classroom resources and materials

Textbooks, exercise books and classroom resources are very expensive and hard to replace. It is important that pupils learn how to protect their books and share classroom resources correctly. The following are guidelines for teaching and assessing the attitudes and values in this unit (care for classroom resources and materials). Examples of learning and teaching activities are provided so that teachers can identify when and how to promote and foster these attitudes and values as part of their lessons. Assessment criteria are also provided to enable the teacher to assess pupils' attitudes accurately without bias or subjectivity.

Examples of teaching and learning activities

- The teacher acts as a role model encouraging pupils to share their books, use classroom objects in role-plays and discussions, and take turns.
- The teacher encourages the pupils to keep their materials clean and to cover the schoolbooks and notebooks.
- The teacher assigns several different pupils each day the role of "Resource Manager," whose responsibility is to be sure that resources are put away and cared for, and that pupils keep their surroundings tidy and clean. The Resource Manager is designated as a very important role.
- The pupils identify the classroom resources and discuss why they are so important for their learning.
- The pupils listen, repeat and respond to the teacher's questions and instructions.
- The pupils use classroom objects in dialogues and role-plays.
- The pupils participate in pair and group activities.
- The pupils discuss personal possessions.
- The pupils share their personal resources and materials.
- The pupils listen to and practise following classroom instructions.

How to assess attitudes and values in this unit

Observation: assessment criteria

Through observation, the teacher gathers information by watching pupils interacting, conversing, working, playing etc. Observation is very important because it is used before the lesson begins and throughout the lesson, with the teacher continuing to observe each and every activity.

Observation criteria	Achieving the standard very well	Achieving the standard	Achieving parts of the standard	Not yet achieving the standard
The pupil ...				
Keeps her/his surroundings clean				
Stores her/his resources carefully in her/his bag				
Keeps her/his books and materials clean				
Shares classroom resources with her/his partner or group				
Does not grab resources but waits patiently for the teacher/class monitor to distribute them				
Works co-operatively with her/his partner, taking turns. I				
Listens and responds at the appropriate times				
Puts resources away as instructed				

Lesson 1 Show me...

Learning objectives

- List words for classroom objects (knowledge and understanding).
- Identify the names of classroom objects (skills).

Materials

Examples of classroom objects.
The Hello Song.

Teaching tip

The *Memory Game* is a good way to check pupils' understanding. Place some classroom objects on the table. Ask the pupils to identify them. Cover the objects. Ask pupils to recall what was on the table. The *Show me* game: Ask the pupils to show a classroom object.

Key content

Show me ...
a rubber, a pen, a ruler, a book, a bag

Introduction

The pupils sing *The Hello Song*.

Development of the lesson

- The teacher shows the class a book and a bag.
- The teacher says the words: a book and a bag.
- The teacher asks the pupils to: *Show me a book. Show me a bag.*
- The pupils show the teacher their books and their bags.
- The teacher repeats the instruction.
- The pupils respond to the teacher's instructions: *Show me a bag. Show me a book.*
- In groups, the pupils instruct each other: *Show me a bag. Show me a book.*
- The teacher repeats the activity with: a pen, a ruler and a rubber.
- The class plays the *Show me* game.
- The class plays the game: *What is missing?* The teachers places some classroom objects on the table.
- The pupils identify the objects.
- The pupils close their eyes and the teacher removes an object.
- The pupils open their eyes and identify what object is missing.

Additional activities

- The class plays the *Memory* game.
- In groups, the pupils play the *Leader* game. The leader instructs the group on what to do by saying: *Show me...*

Assessment

The teacher holds up a classroom object and asks the pupils to identify the object.

Homework

The pupils practise the *Show me* game with a family member.

Lesson 2 What is this?

Learning objectives

- List words for classroom objects (knowledge and understanding).
- Identify common classroom objects (skills).

Materials

- Examples of classroom objects.
- Pupil's Daily Reader, unit 2, page 7.

Teaching tip

Try to be consistent with the language structure you model; for example, use the indefinite article 'a' or 'an' instead of 'the'. Avoid plurals at this early stage.

Key content

What is this? This is.
a rubber, a pen, a ruler, a notebook

Introduction

- The pupils identify the names of classroom objects learned in the previous lesson.
- The class plays the *Show me* game.

Development of the lesson

- The teacher introduces the question and answer: *What is this? This is a...* The teacher shows a bag and asks *What is this?* The pupils answer: *This is a bag.*
- The teacher repeats the activity with other classroom objects: *a ruler, a pen, a rubber and a pencil.*
- The teacher invites a boy and a girl to the front of the classroom and asks them: *What is this?* while showing them some classroom objects. The boy and girl respond using: *This is a ...*
- In pairs, the pupils practise asking *What is this? This is a...* The pupils look at the illustrations in their Daily Reader and point at the classroom objects: *This is a rubber, a pen, a ruler and a notebook.*
- The teacher says the name of a classroom object and the pupils draw it in their notebook.

Additional activity

The class plays the *What is missing?* game.

Assessments

The teacher says the names of some classroom objects and the pupils point to the objects in their daily reader.

Homework

The pupils practise *What is this? This is a...* with a family member.

Lesson 3 Point at a table, a blackboard, a duster.

Learning objectives

- List words for classroom objects (knowledge and understanding).
- Identify and name classroom objects (skills).

Materials

Pupil's Daily Reader, Unit 2, page 7 and 8.
Examples of some classroom objects.
The *What is this?* chant.

Teaching tip

Encourage pupils to take care of their Daily Reader. Explain to them that it is important to look after reading books.

Key content

Point at...
a table, a blackboard, a duster, a chalk, a desk.

Introduction

- The teacher reviews the names of all the classroom objects learned so far.
- The class plays the *Show me* game.

Development of the lesson

- The teacher introduces new classroom objects: a *table, a chair, a desk, a duster and a chalkboard*.
- The pupils identify and name the objects.
- The class plays the *What is this?* game.
- In pairs, the pupils play the *What is this?* game.
- The teacher sings the *What is this?* chant.
- The pupils sing the *What is this?* chant.
- The teacher explains the meaning of the phrase: *Point at*.
- The pupils play the *Point at* game.
- In pairs, the pupils use the phrases: *What is this? This is*
- The teacher circulates the room listening to the pupils and helping those who need support.

Additional activity

The pupils name the classroom objects in their Daily Reader.

Assessments

The teacher says the name of the classroom object. The pupils point at the object in their Daily Reader and say the name.

Homework

The pupils point at objects in their Daily Reader and tell family members what they are.

Lesson 4 This is a chair, a pencil, a rubber

Learning objectives

- Identify and draw some classroom objects (knowledge and understanding).
- Give and follow simple classroom instructions (skills).

Teaching tip

Games are a great way to check pupils' understanding. *Say and Draw* is a good game to check pupils understanding. The teacher says the name of a classroom object and the pupils draw the object.

Materials

Pupil's Daily Reader, unit 2, page 7 and 8.

Key content

a pen, a duster, a rubber.

Introduction

The pupils identify the names of the classroom objects learned in the previous lesson.

Development of the lesson

- The teacher introduces the new classroom objects: a *pen, a rubber and a duster*.
- The pupils repeat and practise the new words.
- The teacher shows different classroom objects to the class.
- The pupils point at the object and say the name of the object.
- The teacher introduces the *What is missing?* game.
- The class plays the game *What is missing?*
- In pairs, the pupils play the game *What is missing?*
- The teacher introduces the game *Say and Draw*.
- The teacher says the name of a classroom object.
- The pupils draw as quickly as they can.

Additional activity

The pupils find the pictures of a duster, a pen and a rubber in their Daily Reader.

Assessment

The teacher says the name of classroom objects and pupils draw them. The pupils point to the drawings and say: *This is...*

Homework

The pupils practise *What is this? This is...* with a family member.

Lesson 5 Point at a door, a window.

Learning objectives

- List words for classroom objects (knowledge and understanding).
- Give and follow simple classroom instructions (skills).

Materials

Examples of classroom objects.

Teaching tip

Encourage the pupils to identify the classroom objects in their Daily Reader, the classroom and the school environment. Label the objects in the classroom with a flashcard.

Key content

Point at ...
a window, a door

Introduction

The class reviews the names of the classroom objects learned so far.

Development of the lesson

- The teacher introduces the new vocabulary: *door and window*.
- The pupils repeat and point at the door and window
- The teacher invites a boy and a girl to say: *Point at the door. Point at the window*.
- In pairs, the pupils practise saying *Point at the door. Point at the window*.
- The class plays the game *What is missing?* using classroom objects.
- The class plays the game *Say and Draw*.

Additional activity

The class goes outside and identifies the doors and windows in the school environment.

Assessment

The teacher asks the pupils to point at the door and at the window. The teacher points at the door and at the window and asks the pupils: *What is this?* The pupils respond, saying: *This is a ...*

Homework

The pupils teach the words *door* and *window* to a family member.

Lesson 6 This is a book, a cupboard, a ruler.

Learning objectives

- List words for classroom objects (knowledge and understanding).
- Identify the names of classroom objects (skills).

Materials

Examples of classroom objects.

Pupil's Daily Reader, unit 2, page 7 and 8.

Teaching tip

Songs and rhymes are a good way to practise new vocabulary. The *What is this?* Chant is a great way to practise new words.

Key content

a book
a cupboard
a ruler

Introduction

The teacher reviews the names of the classroom objects learned in previous lessons.

Development of the lesson

- The teacher introduces the objects: *a book, a cupboard and a ruler.*
- The pupils name the objects.
- The teacher sings the *What is this?* chant pointing at the objects.
- The pupils sing the *What is this?* chant.
- The teacher invites a boy and a girl to the front of the class.
- The teacher asks the boy and girl *What is this?*
- In pairs, the pupils identify the classroom objects in their Daily Reader.
- In pairs, the pupils ask each other *What is this?* while pointing at classroom objects in their daily readers.

Additional activity

In pairs, the pupils play the *Leader Game*. The leader asks the group: *What is this?* while pointing at an object. The rest of the group answer.

Assessment

The pupils look at their Daily Reader and identify the names of the objects and say their names.

Homework

- The pupils name the objects in their Daily Reader.
- The pupils explain the meaning of the words: *a book, a cupboard and a ruler.*

Lesson 7 Blue and red

Learning objectives

- List the words for the colours blue and red (knowledge and understanding).
- Identify the colour of classroom objects (skills).

Materials

Examples of blue and red objects.
Pupil's Daily Reader, unit 2, page 9.

Teaching tip

Create a colour display of blue and red objects in the classroom. Ask pupils to bring in some examples of objects to add to the display. This could include flowers, bottle tops, etc.

Key content

What colour is this?
It is ...
Blue
Red

Introduction

- The class plays the *Buzz* game, using classroom objects.
- The class plays the game *What is missing?*

Development of the lesson

- The teacher introduces the colour blue.
- The pupils identify blue objects in the classroom.
- The teacher models the phrases: *What colour is this? It is blue.* The pupils repeat the phrases.
- The teacher introduces the colour red.
- The pupils identify red objects in the classroom.
- The teacher models the phrases: *What colour is this? It is red.* The pupils repeat the phrases.
- The teacher invites a boy and a girl to the front of the classroom.

- The teacher points to a blue or red object and asks the boy and girl: *What colour is this?*
- The boy and girl answer using: *It is red* or *It is blue*.
- The pupils identify the colours blue and red in their Daily Reader.
- In pairs, the pupils ask and answer: *What colour is this? It is...*

Additional activities

The pupils to point at something in the classroom and say: *It is blue. It is red.*

Assessment

The teacher asks the pupils to identify classroom objects that are blue and red and say: *It is red. It is blue.*

Homework

The pupils show family members the colours blue and red. The pupils look for examples of blue and red objects.

Lesson 8 Review: Blue and red.

Learning objectives

- List some words for the colours blue and red (knowledge and understanding).
- Identify classroom objects that are blue or red (skills).

Materials

Pupil's Daily Reader, unit 2, page 9.

Teaching tip

Bottle tops are plentiful, free, available locally and are very useful to help pupils understand and practise describing colours.

Key content

What colour is this?
It is blue.
It is red.
Blue
Red

Introduction

- The pupils show examples of blue and red objects that they have brought to school.
- The teacher reviews the colours blue and red.

Development of the lesson

- The teacher presents some of the blue and red objects to the class and asks the pupils *What colour is this?*
- The pupils identify objects in the classroom that are blue or red, using the phrase: *It is blue. It is red.*
- The teacher plays the *Buzz game*, pointing at the blue and red objects.
- The pupils say the colour of the object.
- The class plays the game *What is Missing?* with blue and red objects.
- The class plays the game *Point at*.
- In groups, the pupils play the game *Point at*.

Additional activity

The pupils look at the illustrations in their Daily Reader and identify objects that are blue or red.

Assessment

The pupils draw and colour blue and red classroom objects in their notebooks and say what they are.

Homework

The pupils teach a family member the name of the colours blue and red.

Lesson 9 Green and yellow

Learning objectives

- List the words for the colours yellow and green and classroom objects (knowledge and understanding).
- Identify objects in the classroom that are green or yellow (skills).

Materials

Green and yellow objects
The Colour Song.

Teaching tip

Use the illustrations in the textbook when playing *Point and say, say and point* with colours.

Key content

Green
Yellow

Introduction

- The teacher reviews the colours blue and red.
- The class plays the *Show me* game.
- The pupils show examples of blue and red colour objects that they brought from home.

Development of the lesson

- The teacher introduces the colour green.
- The teacher models the phrases: *What colour is this? It is green.* The pupils repeat the phrases.
- The pupils identify green objects in the classroom saying: *It is green.*
- The teacher introduces the colour yellow.
- The pupils identify yellow objects in the classroom saying: *It is yellow.*
- The teacher models the phrases: *What colour is this? It is yellow.* The pupils repeat the phrases.
- The teacher sings *The Colour Song.*
- The pupils repeat the song.

Additional activity

The class plays the game *What is missing?* using the colours, green, yellow, blue and red.

Assessment

The teacher asks the pupils to look at their Daily Reader and identify green and yellow objects and say what colour they are.

Homework

The pupils teach the *Colour* song to a family member. The pupils look for examples of green and yellow objects.

Lesson 10 Green and yellow

Learning objectives

- List the words for the colours green and yellow and classroom objects. (knowledge and understanding).
- Identify the colours of classroom objects and objects in the environment (skills).

Materials

The Colour Song
Green and yellow objects
Pupil's Daily Reader, unit 2, page 9.

Teaching tip

To help pupils develop positive attitudes and values about working with their partner, ask the pupils regularly: *What did you learn from your partner?*

Key content

Green
Yellow

Introduction

- The teacher reviews the words green and yellow.
- The pupils present green and yellow objects that they have brought from home.

Development of the lesson

- The class sings *The Colour Song*.
- The teacher shows the pupils green and yellow objects and asks them: *What colour is this?*
- The pupils answer: *It is green or It is yellow.*
- The teacher introduces the game *Odd One Out*. The teacher puts two things together, two are yellow, one is blue and asks the pupils: *Which is the odd one out?*
- The pupils explain which is the odd one out.
- The teacher repeats the game several times using different colours.
- The class plays the *What is Missing?* game with the colours green, yellow, blue and red.

Additional activity

The teacher asks the pupils to identify objects that are green and yellow and say: *It is green or It is yellow.*

Assessment

The pupils look at their Daily Reader and identify objects that are yellow, green, blue and red and say the name of the colour.

Homework

The pupils teach a family member the colours green and yellow.

Lesson 11 ▶ What colour is this? What colour is that?

Learning objectives

- List the words for the colours and classroom objects (knowledge and understanding).
- Identify objects in the classroom that are blue, red, green or yellow (skills).

Materials

The Colour Song

Examples of blue, red, green and yellow objects.

Pupil's Daily Reader unit 2, page 9.

Teaching tip

When teaching the phrase: *What colour is this?*, hold the object in your hand. When teaching *What colour is that?*, point at an object.

Key content

What colour is this?

What colour is that?

This is ...

That is ...

Introduction

- The class sings *The Colour Song*.
- The class plays the *Buzz* game, using different coloured objects.

Development of the lesson

- The teacher introduces the phrases: *This is* and *That is*.
- The teacher holds up a blue object and asks the pupils *What colour is this?*
- The pupils answer: *It is blue.*
- The teacher points at a blue object and ask the pupils *What colour is that?*
- The pupils answer: *That is blue.*
- The teacher repeats the activity with *red, green and yellow* objects.
- In pairs, the pupils practise: *What colour is this? What colour is that?*
- The class plays the *Pass the Pencil* game. When the pencil stops, the pupil holding the pencil has to answer a question from the teacher: *What colour is this? What colour is that?*

Additional activity

In pairs, the pupils play *What is Missing?* with blue, red, green and yellow objects.

Assessment

The teacher points at classroom objects asking: *What colour is that?* The pupils respond saying *That is ..* The teacher holds up classroom objects asking: *What colour is this?* The pupils respond. *This is...*

Homework

The pupils show their families examples of blue, red, green and yellow.

Lesson 12 Review: Point at, show me.**Learning objectives**

- List the words for the colours and classroom objects (knowledge and understanding).
- Give and follow simple instructions (skills).

Materials

Some examples of colours.
Some examples of classroom objects.
Pupil's Daily Reader, unit 2, page 9.

Teaching tip

Use the illustrations in the Daily Reader when teaching: *Point at... Show me ...*

Key content

Point at
Show me
Colours

Introduction

The class plays the *Buzz* game with the colours: blue, red, green and yellow.

Development of the lesson

- The class sings *The Colour Song*.
- The teacher reviews the meaning of the instructions: *Point at* and *Show me*.
- In groups, the pupils play the *Point at* game, using their Daily Reader.
- In pairs, the pupils play the *Show me* game, using their Daily Reader.

Additional activity

The class plays the game *What is missing?*

Assessment

The teachers asks the pupils to *Show me* and *Point at* colours in their Daily Reader.

Homework

The pupils sing *The Colour Song* to a family member.

Lesson 13 Black and White**Learning objectives**

- List words for colours and classroom objects that are black or white (knowledge and understanding).
- Identify the colour of classroom objects and objects in the environment (skills).

Materials

The Colour Song
Some examples of colours and classroom objects.

Pupil's Daily Reader, unit 2, page 9.

Teaching tip

After asking a question, wait for pupils to think about the answer. Do not always call on the first pupils to raise their hands. Try to involve as many learners as possible in a lesson.

Key content

Black, white

Introduction

- The teacher reviews all the colours taught so far.
- The class sings *The Colour Song* pointing at colours in the classroom

Development of the lesson

- The class play the *Buzz* game with coloured objects.
- The teacher reviews the phrases: *This is* and *That is*.
- The pupils demonstrate how to say the phrases: *This is* and *That is*.
- The teacher introduces the colours *black* and *white*.
- The pupils identify the colours black and white in the classroom using: *This is* and *That is*.
- The teacher holds up a piece of chalk and asks the pupils *What colour is this?*
- The pupils answer: *This is white*.
- The teacher points at the blackboard and asks: *What colour is that?*
- The pupils answer: *That is black*.
- The teacher repeats the activity with other objects using *What colour is this? What colour is that?*
- The class plays *Pass the pencil*. When the pencil stops, the teacher asks a question about the colour of a classroom object.
- In pairs, the pupils play *What colour is this? What colour is that?*

Additional activity

In groups, the pupils play the *Show me* game.

Assessment

The pupils look at the colours in their Daily Reader and identify the names of the colours.

Homework

- The pupils play the game *What colour is this? What colour is that?* with a family member.
- The pupils show the colours in their daily reader to a family member.

Lesson 14 What colour are these?

Learning objectives

- List the words for colours and classroom objects (knowledge and understanding).
- Identify the names of classroom objects (skills).

Materials

Pupil's Daily Reader, unit 2, page 10.

Blue pens, red pens and black pens.

Teaching tip

The *Leader* game is a useful way to introduce group work and encourage pupils to ask and answer questions. Praise and encourage the groups that are working well. This will encourage other pupils to do the same.

Key content

What colour are these?

These are

Introduction

- The pupils identify all the colours taught so far.
- The class sings *The colour song* pointing at colours in the classroom.

Development

- The teacher holds up three blue pens and introduces the phrase: *What colour are these? These are blue*.
- The pupils repeat the phrases.
- The teacher repeats the activity with the black pens and red pens.
- The teacher invites a boy and a girl to come to the front of the class.
- The teacher holds up the pens asks the boy and girl: *What colour are these?*
- The boy and girl answer: *These are ...*

- The teacher repeats the activity with another boy and girl.
- The pupils open the daily reader to page.
- The teacher points to the picture of a red, blue or black pen and asks: *What colour is this?*
- The pupils answer.
- The teacher points to the blue, red and black pens and asks: *What colours are these?*
- The pupils answer.
- In pairs, the pupils ask and answer: *What colour is this? What colour are these?*
- The teacher circulates around the classroom listening to the pupils and helping those that need extra support.
- The teacher invites pupils to the front of the classroom to model the dialogue.

Additional activities

The class plays the *Pass the Pencil* game. When the pencil stops, the child holding the pencil has to answer the question: *What colour are these?*

Assessment

The teacher holds up a number of red, blue and black pens, each time asking: *What colour are these?* The pupils answer the questions by saying the colour of the pens.

Homework

The pupils practise asking and answering the question: *What colour is this? What colour are these?* with their family members.

Lesson 15 Do you have a ... ?

Learning objectives

- List the words for the colours and the classroom objects (knowledge and understanding).
- Describe their possessions (skills).

Teaching tip

When playing the *Buzz* game, make sure all the pupils can see the colours clearly.

Key content

Do you have a ...?

Yes. I have.

No. I have not.

Materials

The Colour Song

Some examples of coloured objects.

Pupil's Daily Reader, unit 2, page 9.

Introduction

- The class sings *The Colour Song*.
- The class plays the *Buzz* game with colours.

Development of the lesson

- The pupils play *Point at* with the colours: green, yellow, blue, red, black and white.
- The teacher models the phrases: *Do you have a....* Yes. I have.
- The pupils repeat the phrases.
- The teacher asks the pupils about the objects they have. For example: *Do you have a blue pen?*
- The pupils answer: *Yes. I have a blue pen.*
- The teacher repeats this activity with a pencil, a book, a notebook and a bag
- The teacher sings the *Do you have?* chant.
- The class sings the *Do you have?* chant.

Additional activity

The pupils play the game *Pass the pencil* using the question: *Do you have a blue pen?*

Assessment

The teacher asks the pupils questions: *Do you have a blue pen?* The pupils answer: *Yes. I have* or *No. I have not.*

Homework

The pupils practise the question *Do you have?* with family members.

Lesson 16 Review: Do you have a ... ?

Learning objectives

- List the words for colours and classroom objects (knowledge and understanding).
- Describe their possessions (skills).

Materials

The Colour Song

Some examples of coloured objects.

Teaching tip

The Clap, clap Game: In this game the pupils walk slowly around the room, while the teacher

claps their hands. The teacher explains to the class what they must do when the clapping stops; for example, you must ask the pupil next to you the question: *Do you have a blue pen?* and they must answer the question.

Key content

Do you have a ...?

Yes. I have.

No. I have not.

Introduction

- The class sings *The Colour Song*.
- The class plays the *Buzz* game with colours.

Development of the lesson

- The teacher models the phrases: *Do you have a.... Yes. I have.*
- The pupils repeat the phrases.
- The teacher asks the pupils about the objects they have. For example: *Do you have a blue pen?*
- The pupils answer: *Yes. I have a blue pen.*
- The teacher repeats this activity with a pencil, a book, a notebook and a bag
- The teacher sings the *Do you have?* chant.
- The class sings the *Do you have?* chant.
- The class plays the *Clap, clap* game, asking the question: *Do you have a blue pen?*

Additional activity

The pupils play the game *Pass the pencil* using the question: *Do you have a blue pen?*

Assessment

The teacher asks the pupils questions: *Do you have a blue pen?* The pupils answer: *Yes. I have. No. I have not.*

Homework

The pupils practise the question *Do you have?* with family members.

Lesson 17 Is that your bag?

Learning objectives

- List the words for classroom objects (knowledge and understanding).
- Describe their possessions (skills).

Teaching tip

Provide lots of time for pupils to practise with different pupils in the class. After two minutes

practice, clap your hands and ask the pupils to practise with a new partner.

Key content

Is that your bag?

Is that your book?

That's my bag. That's not my book.

Introduction

- The class sings *The colour song*.
- The class plays the *Memory* game using classroom objects.

Development

- The teacher reviews possessive pronouns: *my* and *your*.
- The teacher models the phrases: *Is that your bag? Yes, that's my bag*, while pointing at a bag.
- The pupils repeat the phrases.
- The teacher repeats the activity with: *Is that your book? No, that's not my book*, while pointing at a book.
- The teacher circulates the classrooms, stopping to ask pupils about their possessions: *Is that your book? Is that your bag?*
- The pupils answer the questions.
- The teacher invites a boy and girl to the front of the class to model the dialogue.
- In groups of four, the pupils ask and answer: *Is that your bag?*

Additional activities

- The teacher invites pupils to model the dialogue at the front of the class.

Assessment

- The teacher points to a bag and a book and asks the pupils: *Is that your bag? Is that your book?*

Homework

- The pupils practise asking and answering the question: *Is that your bag? Is that your book?* with a family member.

Lesson 18 Review: Classroom objects

Learning objectives

- List the words for classroom objects (knowledge and understanding).
- Identify the names and colours of classroom objects (skills).

Materials

Pupil's Daily Reader, unit 2, page 11.

Teaching tip

The *I see* activity in this lesson is designed to allow pupils to practise what they have learned in the unit. In this activity, pupils will look at the picture in their daily reader and identify as many colours and classroom objects in the picture as they can.

Key content

I see

Introduction

- The class sings *The colour song*.

Development

- The teacher ask the pupils to open their daily readers to page 11 and 12.
- In pairs, the pupils to look at the pictures and identify the classroom objects they can see.

- The teacher models the phrase: *I see*
- The pupils repeat the phrase.
- The teacher invites the pupils to point to classroom objects and to identify the names and colours of the objects they are pointing at.
- The pupils identify the names and colours of the objects.
- The teacher asks the pupils to arrange themselves into groups of four.
- The teacher plays the *Point at/Show me* game giving the following instructions, allowing time for the pupils to discuss and answer:
 - Point at a book.
 - Point at a desk.
 - Point at a chair.
 - Point at a bag.
 - Show me something yellow.
 - Show me something blue.

Additional activities

The pupils point at other classroom objects in the picture.

Assessment

The teacher asks the pupils to name five classroom objects in the picture and say what colour they are.

Homework

The pupils play the *Point at/Show me* game with their family members.

Unit 2: Classroom objects: Assessment Tasks

Invite pupils one by one to do the assessment.

The teacher asks the pupil the questions and notes how the pupil responds.

Assessment task 1: Name classroom objects

Using the Daily Reader, the teacher asks the pupils to point to the classroom objects in the book and say their name.

		
Did not identify any classroom objects by name.	Identified six classroom objects by name.	Identified more than eight classroom objects by name.

Assessment task 2: Name the colours

Using the Daily Reader, the teacher asks the pupils to point to the colours in the book and to say their name.

		
Did not identify any colours by name.	Identified three colours by name.	Identified more than three colours by name.

Assessment task 3: Possessions

Ask the pupil to bring along a book, a pen and a notebook.

The teacher asks pupils the question: What do you have?

The pupils answer: I have

		
Did not answers any question correctly.	Answered one question correctly.	Answered more than two questions correctly.

UNIT 3: PEOPLE AT HOME AND SCHOOL

Key competence: To use languages learnt in the context of people at home and school.

Topic area: Oral and Written Communication

Sub-topic area: Listening, speaking, reading, writing

Values: Respect your family and the people at school.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8
Name	This is my mother. This is my father.	Who is he? Who is she?	This is my sister brother.	My family	How many?	Do you have a grandfather?	They are..	How many? 1 to 10
Key content	Who is this? This is my mother. This is my father.	Who is he? Who is she? He is She is	Who is this? This is my sister. This is my brother.	Family	One, two, three, four five.	Do you have a Grandmother? Grandfather Grandmother	Who are they? They are How many	How many? How many do you have? One to ten.
Language Structures	Possessive pronouns		Possessive pronouns		Numbers	Possessive pronouns	Possessive pronouns	Numbers
	Lesson 9	Lesson 10	Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15	Lesson 16
Name	Numbers 1 to 15	Review: Numbers 11 to 15	Who is this?	Who is he? Who is she?	This is my	How many?	Review: One to twenty	How old are you?
Key content	One to fifteen	One to fifteen	Who is this? This is ...	Who is he? Who is she? He is ... She is ... teacher headteacher	Who is this? This is my father. Mother Brother Sister	How many do you have? Sixteen to twenty	One to twenty	How old are you? I am ... years old.
Language Structures	Numbers	Numbers		Personal pronouns	Possessive pronouns	Possessive pro- nouns	Numbers	Numbers
	Lesson 17	Review						
Name	Assessment	Review						
Key content	Family members Numbers How many? How old are you?	Remediation teaching						
Language Structures								

Attitudes and values: respect people at home and school

In this unit, pupils learn about each other, their families and the wider school community. The unit focuses on developing a sense of respect for, and care of other people and communicating effectively with others. It fosters the qualities and dispositions in the pupils that will help them to live and work with others and to act in socially responsible ways. The pupils are given opportunities to learn and practise communication skills, to co-operate, and to work collaboratively with one another. Examples of learning and teaching activities are provided so that teachers can identify when and how to promote and foster these attitudes and values as part of their lessons. Assessment criteria are also provided to enable the teacher to assess pupils' attitudes accurately without bias or subjectivity.

Examples of teaching and learning activities

- The teacher acts as a role model promoting good communication skills; for example, when modelling dialogues, the teacher greets family members by name.
- The teacher discusses how there are many different ways to learn and how pupils should respect and help each other. Teachers may read additional books about all kinds of learners so that all pupils will feel respected and included.
- The class discusses family members.
- The class discusses, identifies and describes the people in the school.
- The pupils practise greeting members of the school community.
- The pupils participate in pair and group activities.
- The pupils draw and write the names of their family members.
- The pupils listen to and practise following classroom instructions.

How to assess attitudes and values in this unit

Observation: assessment criteria

Through observation, the teacher gathers information by watching pupils interacting, conversing, working, playing etc. Observation is very important because it is used before the lesson begins and throughout the lesson, with the teacher continuing to observe each and every activity.

Observation criteria	Achieving the standard very well	Achieving the standard	Achieving parts of the standard	Not yet achieving the standard
The pupil ...				
Greets her/his head teacher politely and by the correct name				
Greets members of the school community politely and by the correct name				
Waits for her/his turn to talk in class and group work				
Listens carefully to others				
Works co-operatively with their partner, taking turns.				
Listens and responds at the appropriate times				
Raises her/his hand to ask or answer a question				
Asks and answers questions about family members				

Lesson 1

This is my mother. This is my father.

Learning objectives

- Say words for family members (knowledge and understanding).
- Name people in school and at home (skills).

Materials

Who is this? Chant.

Pupil's Daily Reader, unit 3, page 12.

Teaching tip

When teaching new vocabulary, don't always tell the pupils what the words are. Ask them if they can tell you.

Key content

Who is this?

This is my

Father

Mother

Introduction

- The class sings *The Hello Song*.
- The teacher reviews classroom objects and colours taught in the previous unit.

Development of the lesson

- The teacher explains the meaning of the words: *Mother* and *Father* and *family*.
- The pupils look at the pictures in their Daily Reader and identify the mother and the father.
- The teacher sings the *Who is this? Chant* for the pupils.
- The pupils sing the song.
- The teacher models the dialogue: *Who is this? This is my mother. Who is this? This is my father.*
- The class repeats the dialogue.
- In pairs, the pupils ask and answer each other: *Who is this? This is my mother. Who is this? This is my father.*
- The teacher invites a boy and a girl to the front to model the dialogue.
- The teacher asks the pupils to draw a picture of their mother or father.
- The pupils share their drawings with the class saying: *This is my mother. This is my father.*

Additional activity

The pupils sing the *Who is this?* chant while pointing at their drawings.

Assessment

The teacher points to the mother and father in the picture, asking: *Who is this?* The pupils respond, saying: *This is my mother. This is my father.*

Homework

The pupils show their Daily Reader to their family and identify the mother and father in the picture.

Lesson 2

Who is he? Who is she?

Learning objectives

- Say words for family members (knowledge and understanding).
- Name people in school (skills).

Materials

Pupil's Daily Reader, unit 3, page 12.

Teaching tip

Encourage the pupils to bring photographs of their family members. Allow time for pupils to show their pictures at the beginning of the lesson.

Key content

Who is he / she?

Who is this?

He is...

She is...

Introduction

The teacher reviews the words and phrases: *Who is this? Father, mother.*

Development of the lesson

- The class sings the *Who is this? Chant*.
- The teacher models the dialogue: *Who is he? He is ... Who is she? She is...*
- The teacher invites a girl to the front of the class and asks the class: *Who is she?*
- The class answers: *She is...*
- The teacher repeats the activity with a boy using: *Who is he? He is ...*
- The teacher sings the *Who is she? Who is he? Chant*. The pupils repeat the song.
- In groups, the pupils practise asking and answering the questions: *Who is he? Who is she?*

Additional activity

In groups, the pupils play the *Leader game*. The leader points to others in the group asking: *Who is he? He is ... Who is she?*

Assessment

- The teacher points at pupils asking: *Who is he? Who is she?* The pupils answer *He is ... She is...*

Homework

The pupils teach a family member to ask and answer: *Who is he? He is ... Who is she? She is...*

Lesson 3 This is my sister. This is my brother.

Learning objectives

- Say words for family members (knowledge and understanding).
- Name people at home (skills).

Materials

Pupil's Daily Reader, unit 3, page 12.

Teaching tip

When reviewing vocabulary, don't tell pupils what the words are. Ask them if they can tell you. Ask them if they can put the vocabulary in a sentence or point to a picture that explains the word.

Key content

This is my brother.
This is my sister.
My sister is ...
My brother is ...

Introduction

The class sings the *Who is she? Who is he?* chant.

Development of the lesson

- The teacher introduces the words: *brother* and *sister*.
- The pupils explain the meaning of the words: *brother* and *sister*.
- The pupils look at the pictures in their daily reader and identify the brother and the sister.
- The teacher models the dialogue: *Who is this? This is my sister. Who is this? This is my brother.*
- The class repeats the dialogue.
- In pairs, the pupils ask and answer each other: *Who is this? This is my sister. Who is this? This is my brother.*
- The teacher invites a boy and a girl to the front to model the dialogue.
- The teacher asks the pupils to draw a picture of their brother and sister.
- The pupils share their drawing with the class saying: *This is my brother. This is my sister.*

Additional activity

The pupils sing the *Who is this? Chant* while pointing at their drawings.

Assessment

The teacher asks pupils to point to the mother, father, brother and sister in the daily reader and say their names.

Homework

The teacher asks pupils to show a family member the illustration of the family member in their reader. They point to each person and say who they are, using the words: *father, mother, sister, and brother*.

Lesson 4 My Family

Learning objectives

- Say words for family members (knowledge and understanding).
- Name people at home (skills).

Materials

Pupil's Daily Reader, unit 3, page 12.

Teaching tip

Say and point, point and say is a good game for developing listening and speaking skills. First the teacher says the name and pupils point to the drawing. After a while, the teacher stops saying the name and points at the drawing. Then, the pupils say the name.

Key content

Family

Introduction

The teacher reviews the meaning of the words *mother, father, brother and sister*.

Development of the lesson

- The teacher introduces the word *family*.
- The pupils describe what the word *family* means.
- The teacher asks the pupils to open their daily readers.
- In pairs, the pupils discuss whom they can see in the picture: *Who is this?*
- In pairs, the pupils play, *Say and point, point and say*.

Additional activity

The class play game *Fastest finger*. The teacher calls out a name and pupils have to point at the picture as quickly as possible.

Assessment

The pupils open their daily reader and identify the *mother, father, brother and sister* in the picture and say their names.

Homework

The pupils explain to their family members what the word *family* means.

Learning objectives

- Say words for family members (knowledge and understanding).
- Count from one to five (skills).

Materials

Pupil's Daily Reader, unit 3, page 14.

Real objects to demonstrate numbers one to five.

The Number Song.

Teaching tip

It is important to use real objects when teaching counting, because it helps pupils to remember easily.

Key content

How many?

One, two, three, four, five

Introduction

The teacher reviews the meaning of the word *family*.

Development of the lesson

- The teacher introduces the numbers: one, two, three, four and five with real objects.
- The pupils repeat the words and count the objects.
- The pupils identify examples of numbers one to five in the classroom; for example, five books, two windows.
- The teacher writes the numbers one to five on the board.
- The teacher sings *The Number Song*.
- The class sings *The Number Song*.
- The pupils make examples of *one, two, three, four, five* using beans, stones or bottle tops.
- The teacher invites a boy and a girl to come to the front of the class to play the game *How many stones do you have?*
- The boy and girl take some stones.
- The teacher asks the pupils: *How many stones do you have?*
- The pupils answer: *I have...*
- The class count the stones with the pupils.
- In pairs, the pupils play the game: *How many stones do you have?*
- The class plays the game *Make the number*. The teacher says a number.
- The pupils make examples of the number.

Additional activity

- The pupils sing *The Number Song* one to five, holding up examples of the numbers one to five.
- The pupils count from one to five in the Pupil's Daily Reader, unit 3, page 14.

Assessment

The teacher says numbers from one to five. The pupils make examples of the numbers.

Homework

The pupils count from one to five for their family members. The pupils show examples of one to five in their daily readers.

Lesson 6 Do you have a grandfather? a grandmother?

Learning objectives

- Say words for family members (knowledge and understanding).
- Listen and say the names of family relationships (skills).

Materials

Pupil's Daily Reader, unit 3, page 12.

Teaching tip

Observe the pupils as they practise their dialogue. Identify the pupils with good listening and speaking skills and pair them with pupils who need support.

Key content

Do you have?
Grandmother.
Grandfather.
Grandparents.

Introduction

- The class sings *The Number Song*.
- The pupils describe examples of numbers one to five that they saw on the way to school.

Development of the lesson

- The teacher introduces the words: *family, grandmother, grandfather*.
- The pupils explain the meaning of the words.
- The pupils point to the grandfather and grandmother in their daily readers.
- The teacher models the dialogue: *Do you have a grandfather? Yes. I have. No. I don't. Do you have a grandmother? Yes. I have. No. I don't.*
- The pupils practise and repeat the dialogue.
- In pairs, the pupils role-play the dialogue.
- The teacher invites a boy and a girl to the front to role-play the dialogue.

Additional activity

The class play game *Fastest finger*. The teacher calls out the name of a family member and pupils have to point at the picture in their daily reader as quickly as possible.

Assessment

The pupils open their daily readers and identify the grandmother and grandfather in the picture and say their names.

Homework

The pupils draw members of their family and show them to a family member and say their names.

Lesson 7 They are...

Learning objectives

- Say words for family members (knowledge and understanding).
- Point to and name family members (skills).
- We appreciate how our families help us learn (values).

Materials

Who is she? Who is he? Chant.

Pupil's Daily Reader, unit 3, page 12.

Real objects to teach counting.

Teaching tip

Encourage pupils to point at each number as they are counting.

Key content

Who are they?
They are.
How many?

Introduction

The teacher writes the numbers one to five on the board.

The class sings *The Number Song*, pointing to the numbers on the board.

The class plays the *Buzz* game with the numbers.

Development of the lesson

- The teacher reviews the words *grandfather*, *grandmother* and *grandparents*.
- The teacher asks a boy and a girl to come to the front and asks the class: *Who is he? Who is she?*
- The pupils answer: *This is...*
- The teacher brings two or three pupils to come in front at the same time and asks: *Who are they?*
- The teacher models how to answer: *They are...*
- The pupils answer: *They are ...*
- The teacher invites five pupils to the front of the class.
- The class counts the pupils.
- The teacher asks: *Who are they?*
- The pupils answer: *They are... and....*
- The pupils count the pupils at the front of the class.
- The teacher explains the meaning of the word *they*.
- In pairs, the pupils open their Daily Reader and point to the people, asking: *Who are they?* and answering: *They are...*

Additional activity.

The class play the game *Fastest finger*. The teacher calls out a name and pupils have to point at the picture as quickly as possible.

Assessment

Teacher points at the picture of the family, asking: *Who are they?* The pupils answer: *They are...*

Homework

The pupils teach their family member the dialogue *Who are they? They are ...*

Lesson 8 How many?

Learning objectives

- Say words for family members (knowledge and understanding).
- Count from 5 to 10 (skills).

Materials

Pupil's Daily Reader, unit 3, page 14.
Real objects to demonstrate numbers one to ten.

Teaching tip

Guess my number is an easy game to play. The teacher holds up their fingers to make a number from 1 to 10. The pupils have to say the number of fingers they can see.

Key content

How many do you have?
I have...
One, two, three, four, five, six, seven, eight, nine, ten.

Introduction

- The pupils sing *The Number Song*.
- The class plays the *Buzz* game with numbers one to five.
- The class plays the game *How many?*

Development of the lesson

- The teacher introduces the numbers: *six*, *seven*, *eight*, *nine*, *ten* using real objects.
- The pupils repeat the words and count the objects.
- The pupils identify examples of numbers five to ten in the classroom; for example, five books, ten pencils.
- The pupils make examples of *six*, *seven*, *eight*, *nine*, *ten* using beans, stones or bottle tops.

- The teacher invites a boy and a girl to come to the front of the class and play the game: *How many?*
- The teacher asks the pupils: *How many stones do you have?*
- The pupils answer: *I have...*
- In pairs, the pupils play the game: *How many stones do you have?*
- The class plays the game *Make the number*. The teacher says a number and pupils make examples of the number.

Additional activities

- The pupils play the game *Guess my number*.
- The pupils count from one to ten using the pictures in their daily reader. Pupil's Daily Reader, unit 3, page 14 to 15.

Assessment

The teacher says numbers from one to ten. The pupils make examples of the number. Pupils say how many people are in their family.

Homework

The pupils count from one to ten using the pictures in their daily reader.

Lesson 9 One to fifteen

Learning objectives

- Say words for family members (knowledge and understanding).
- Count from one to fifteen (skills).

Materials

Pupil's Daily Reader, unit 3, page 16.
Real objects to demonstrate numbers one to fifteen.
The Number Song.

Teaching tip

Always praise correct answers and good effort. Remember! Mistakes are excellent learning tools. Encourage pupils to try again when they make a mistake.

Key content

Eleven, twelve, thirteen, fourteen, fifteen.

Introduction

- The pupils sing *The Number Song* one to ten.
- The class plays *Guess my number*.
- The class plays the *Buzz* game with numbers from one to ten.

Development of the lesson

- The teacher writes the numbers one to fifteen on the chalkboard.
- The teacher points at the numbers written on the chalkboard while counting.
- The pupils repeat, counting the numbers after the teacher.
- The pupils play the game *Pass the pencil*, counting from one to fifteen. When the pencil stops, the pupils must say the next number.
- The pupils make examples of *six, seven, eight, nine, ten* using beans, stones or bottle tops.
- The teacher invites a boy and a girl to come to the front of the class and play the game: *How many?*
- The class plays the game *Make the number*.

Additional activities

- Pupil's Daily Reader, unit 3, page 16. The pupils count from one to fifteen.
- The teacher calls out a number and pupils have to point at the numbers as quickly as possible.

Assessment

- The teacher says numbers from one to fifteen, pupils make examples of the number.
- Pupils say how many people are in their family.

Homework

- The pupils sing *The Number Song* to their family members.
- The pupils count from one to fifteen using their daily readers.

Lesson 10 Review: One to fifteen

Learning objectives

- Recognise numbers one to fifteen (knowledge and understanding).
- Count from one to fifteen (skills).

Materials

Pupil's Daily Reader, unit 3, page 16.

Real objects to demonstrate numbers one to fifteen.

The Number Song.

Teaching tip

When taking responses from learner, call on pupils from all parts of the classroom, not just the front. Try to ask pupils from the left, right and centre of the classroom. Try and ask an equal number of boys and girls.

Key content

One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen.

Introduction

- The class plays the game *Guess my number*.
- The teacher writes the numbers one to fifteen on the chalkboard.
- The pupils sing *The Number Song* pointing to the numbers on the board.

Development of the lesson

- The teacher asks pupils to read the numbers. The pupils point to the numbers as they read.
- The class counts backwards and forwards counting the numbers.
- The teacher says a number from one to fifteen.
- The pupils point to the number.
- The pupils play the game *Guess my number*.

Additional activities

- The teacher points randomly at the numbers on the chalkboard and the pupils say the numbers.
- The pupils count from one to fifteen using their daily reader.

Assessment

The teacher says numbers from one to fifteen. The pupils make the number with bottle tops.

Homework

- The pupils sing *The Number Song* to their family members.
- The pupils count from one to fifteen using the pictures in their Daily Reader.

Lesson 11 > Who is this?

Learning objectives

- Say words for people in school (knowledge and understanding).
- Name people in school and at home (skills).

Materials

Pupil's Daily Reader, Unit 3, page 13.

Teaching tip

To help the pupils understand the new vocabulary, invite the head teacher to the class and introduce him or her to the pupils. This will give the pupils an opportunity to demonstrate their new words and phrases.

Key content

Who is this?

This is a teacher.

This is the head teacher.

Introduction

The class sings *The Hello Song*.

Development of the lesson

- The teacher explains the meaning of the words: *Teacher* and *Head Teacher*.
- The pupils look at the pictures in their daily reader and identify the teacher and the head teacher.
- The teacher sings the *Who is this? Chant* for the pupils.
- The pupils sing the song.
- The teacher models the dialogue: *Who is this? This is a teacher. Who is this? This is the head teacher.*
- The class repeats the dialogue.
- In pairs, the pupils ask and answer each other: *Who is this? This is a teacher. Who is this? This is the head teacher.*
- The teacher invites a boy and girl to the front to model the dialogue.
- The teacher asks the pupils to draw a picture of a teacher and the head teacher.
- The pupils share their drawing with the class saying: *This is a teacher. This is the head teacher.*

Additional Activity

The pupils sing the *Who is this? Chant* while pointing at the picture of the teacher and head teacher.

Assessment

The teacher points to the pictures in the daily reader asking: *Who is this?*

The pupils answer using: *This is...*

Homework

The pupils show their daily reader to their family and identify the teacher and the head teacher in the picture.

Lesson 12 Who is she? Who is he?

Learning objectives

- Say words for people in school (knowledge and understanding).
- Name people in school and at home (skills).

Materials

Pupil's Daily Reader, Unit 3, page 13 .

Teaching tip

To help the pupils understand the new vocabulary, invite the head teacher to the class and introduce him or her to the pupils. This will give the pupils an opportunity to demonstrate their new words and phrases.

Key content

Who is he? Who is she?

He is a teacher.

She is the head teacher.

Introduction

The class sings the *Who is this? Chant*, pointing to the teacher and the head teacher in their daily reader.

Development of the lesson

- The class sings the *Who is she? Who is he? Chant*.
- The teacher reviews the words: *Teacher* and *Head Teacher*.
- The pupils explain what the words mean.
- The pupils look at the pictures in their daily reader and identify the teacher and the head teacher.
- The teacher asks the pupils: *Who is she? Who is he?*
- The pupils answer the questions: *She is... He is...*
- In pairs, the pupils ask and answer each other: *Who is she? Who is he?*
- The teacher invites a boy and girl to the front to model the dialogue.

Additional Activity

- The pupils sing the *Who is this? Chant*.

Assessment

- The teacher points to the pictures in the daily reader asking: *Who is he? Who is she?*
- The pupils answer using: *This is...*

Homework

The pupils sing the *Who is she? Who is he? Chant* to their family members.

Lesson 13 This is my...

Learning objectives

- Count members of the family (knowledge and understanding).
- Read and say numbers one to fifteen (skills).

Materials

Pupil's Daily Reader, unit 3, page 12.
Real objects to demonstrate numbers one to fifteen.

Teaching tip

What is missing? game: The teacher writes the numbers on the board and reads them with the class. The teacher asks the pupils to close their eyes. The teacher erases a number. The pupils identify what number is missing.

Key content

Who is this?
This is my...
Father, mother, brother, sister.

Introduction

- The class sings *The Number Song*.
- The class plays *What is missing?* with numbers one to fifteen.

Development of the lesson

- The teacher reviews the words: *my* and *your*.
- The pupils hold up their daily reader, saying: *This is my book*.
- The pupils point to their partner's daily reader saying: *This is your book*.
- The teacher reviews the phrases: *Who is this? This is ...*
- The teacher asks pupils to draw members of their family in their notebooks.
- In pairs, the pupils ask each other about the people in their drawings, asking: *Who is this?*
- The pupils present their drawings to the class, saying *This is my...*

Additional activity

The pupils sing the *Who is he? Who is she?* Chant.

Assessment

The teacher asks pupils about their drawings using *Who is this?* the pupils answer: *This is my...*

Homework

The pupils sing *The Number Song* to their family members.

Lesson 14 How many?

Learning objectives

- Name members of their family (knowledge and understanding).
- Read and say numbers one to twenty (skills).

Materials

Real objects to demonstrate numbers one to twenty.
Pupil's Daily Reader, unit 3, page 17.

Teaching tip

It is important to play games that reinforce the vocabulary and language phrases covered in the lesson.

Key content

How many do you have?
Sixteen, seventeen, eighteen, nineteen, twenty.

Introduction

- The class plays the *Buzz* game with numbers one to fifteen.
- The pupils sing *The Number Song*.

Development of the lesson

- The teacher reviews the words: *brothers, sisters, How many?*
- The pupils play the *Pass the pencil* game, answering the question: *How many sisters do you have?*
- The teacher repeats the activity with: *How many brothers do you have?*
- The teacher writes the numbers sixteen to twenty on the board.
- The teacher introduces the numbers sixteen to twenty using real objects.
- The pupils count the objects.
- The pupils identify examples of numbers sixteen to twenty in their Daily Reader.
- The class sings *The Number Song* from one to twenty.
- The pupils make examples of sixteen to twenty using stones or bottle tops.
- The teacher invites a boy and a girl to come to the front of the class and play the game: *How many do you have?*
- The teacher asks the boy and girl: *How many stones do you have?*
- The boy and girl answer *I have...*
- In pairs, the pupils play the game: *How many stones do you have?*
- The class plays the game *Make the number*. The teacher says a number.
- The pupils make examples of the number using real objects.

Additional activity

The class play game *Fastest finger*. Teacher calls out a number and pupils have to point at the number as quickly as possible.

Assessment

The teacher says numbers from one to twenty. The pupils make examples of the number.

Homework

Pupil's Daily Reader, unit 3, page 17. The pupils count from one to twenty with their families.

Lesson 15 Review: One to twenty

Learning objectives

- Name members of their family (knowledge and understanding).
- Read and say numbers one to twenty (skills).

Materials

Real objects to demonstrate numbers one to twenty.

Pupil's Daily Reader, unit 3, page 17.

Teaching tip

Encourage pupils to point at each number as they are counting.

Key content

One to twenty.

Introduction

- The class plays *Guess my number*.
- The class plays *What is missing?*

Development of the lesson

- The class sings *The Number Song*.
- The class plays the *Buzz* game with numbers one to twenty.
- In groups, the pupils play the game *Show me*.
- In pairs, the pupils play the game *Make my number*.
- Pupils present examples of numbers to the class.

Additional activity

The class play game *Fastest finger*. Teacher calls out a number and pupils have to point at the number as quickly as possible.

Assessment

The teacher says numbers from one to twenty. The pupils draw or make examples of the number.

Homework

The pupils show their families how they can count from one to twenty.

Lesson 16 > How old are you?

Learning objectives

- Recognise the use of how old (knowledge and understanding).
- Describe their age (skills).

Teaching tip

The Leader Game: This game is a useful way to introduce group work and encourages pupils to ask and answer questions. Praise and encourage

the groups who are working well. This will encourage other pupils to do the same.

Key content

How old are you?

I am

Introduction

The class sings the number song from one to twenty.

Development of the lesson

- The teacher introduces the phrase: *How old are you? I am ... years old.*
- The pupils repeat the phrases.
- The teacher invites a boy and a girl to come to the front of the class.
- The teacher asks the boy and girl: *How old are you?*
- The pupils answer: *I am ... years old.*
- The teacher repeats the activity with another boy and girl.
- In pairs, the pupils ask and answer: *How old are you? I am ... years old.*
- The teacher circulates, listening to the pupils and helping those who need extra support.
- The teacher invites pupils to the front of the classroom to model the dialogue.

Additional activity

The class plays the *Pass the Pencil game*. When the pencil stops, the child holding the pencil has to answer the question: *How old are you?*

Assessment

The teacher asks the pupils: *How old are you?* The pupils write the number and say how old they are.

Homework

The pupils practise asking and answering the question: *How old are you?* with their family members.

Lesson 17 How old is he? How old is she?

Learning objectives

- Recognise the use of how old (knowledge and understanding).
- Describe their friend's age (skills).

Teaching tip

The Leader Game: This game is a useful way to introduce group work and encourages pupils to

ask and answer questions. Praise and encourage the groups who are working well. This will encourage other pupils to do the same.

Key content

How old is he? How old is she?

I am

Introduction

The class sings the number song from one to twenty.

Development of the lesson

- The teacher asks a girl: *How old are you?*
- The girl answers: *I am ... years old.*
- The teacher introduces the phrase: *How old is she? She is... years old.*
- The pupils repeat the phrases.
- The teacher invites a boy to come to the front of the class.
- The teacher asks the boy: *How old are you?*
- The pupils answer: *I am ... years old.*
- The teacher models the phrases: *He is ... years old.*
- The teacher repeats the activity with another boy and girl.
- In groups, the pupils ask and answer: *How old is he? How old is she? He is ... years old. She is ... years old.*
- The teacher circulates, listening to the pupils and helping those who need extra support.
- The teacher invites pupils to the front of the classroom to model the dialogue.

Additional activity

The class plays the *Leader Game*. The Leader asks the questions: *How old is he? How old is she?*

Assessment

The teacher asks the pupils: *How old is he? How old is she?* The pupils answer the question.

Homework

The pupils practise asking and answering the question: *How old is he? How old is she?* with their family members.

Unit 3: People at home and school: Assessment Tasks

Invite pupils one by one to do the assessment.

The teacher asks the pupil the questions and notes how the pupil responds.

Assessment task 1: Name family members

Using the picture from the Daily Reader, the teacher ask the pupils: Who is this?
The pupils must answer mother, father, sister, etc.

☹	😊	☺
Did not say any words correctly.	Said 2 one or two words correctly	Said three or more words correctly.

Assessment task 2: Say numbers to 20

Point at a number and ask the pupil to say the number in English

13 9 16 10 20

☹	😊	☺
Did not identify any numbers by name.	Identified three numbers by name.	Identified more than three numbers by name.

Assessment task 3: How many do you have?

Give pupils a number of stones to count between 1 and 20.
Repeat this activity 5 times.

The pupils answer: I have a...

☹	😊	☺
Did not count any correctly.	Counted two correctly.	Counted more than two correctly.

Assessment task 4: How old are you?

Ask the pupil: How old are you?
The pupil answer: I am ... years old.

UNIT 4: BODY PARTS AND CLOTHES

Key competence: To use language learnt in the context of the alphabet.

Topic area: Oral and Written Communication

Sub-topic area: Listening, speaking, reading, writing

Values: Show concern for keeping our bodies and clothes clean.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9
Lesson name	A a, B b, C c, D d.	Review: A a, B b, C c, D d.	E e, F f, G g, H h, I i.	Review: E e, F f, G g, H h, I i.	What is next?	What is next? J j, K k, L l.	What is next?	J j, K k, L l.	M m, N n.
Key content	The alphabet	A a, B b, C c, D d.	E e, F f, G g, H h, I i.	E e, F f, G g, H h.	What is next?	What is next? J j, K k, L l.	What is next?	J j, K k, L l.	What is next? M m, N n
Language structures	A a, B b, C c, D d.	A a, B b, C c, D d.	E e, F f, G g, H h, I i.	E e, F f, G g, H h, I i.	A a - I i	J j, K k, L l.	J j, K k, L l.	Z z	M n, N n

	Lesson 10	Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15	Lesson 16	Lesson 17	Lesson 18
Lesson name	Upper and lower-case letters.	O o, P p, Q q.	Review: O o, P p, Q q.	R r, S s, T t.	Review: R r, S s, T t.	U u, V v, W w.	X x, Y y, Z z	Review: The Alphabet	Who are you? B b
Key content	What is next?	What is next? O o, P p, Q q.	O o, P p, Q q.	R r, S s, T t.	R r, S s, T t.	U u, V v, W w.	X x, Y y, Z z	The alphabet	
Letters	A a - N n	O o, P p, Q q.	O o, P p, Q q.	R r, S s, T t.	R r, S s, T t.	U u, V v, W w.	X x, Y y, Z z.	A a - Z z	

	Lesson 19	Lesson 20	Lesson 21	Lesson 22	Lesson 23	Lesson 24	Lesson 25	Lesson 26	Lesson 27
Lesson name	Who are you? B b	Are you a boy or a girl?	Who is he? Who is she?	Who is she? Who is he?	Parts of the body	Parts of the body	Parts of the body	Parts of the body	Parts of the body
Key content	boy, girl	boy, girl	A a	finger, head, hand	arm, leg,	eye, ear, nose	Put your finger on	foot, neck	
Language structures				Singular and plural nouns	Singular and plural nouns				

	Lesson 28	Lesson 29	Lesson 30	Lesson 31	Lesson 32	Lesson 33	Lesson 34	Lesson 35	Lesson 36
Lesson name	Who are you?	Are you a boy or a girl?	Shirt, hat, shoe, shoes	Shirt, hat, shoes	Shirt, dress, trousers	Show me	What colour is your?	What colour is your?	What is he wearing?
Key content	I am	boy, girl	Shirt, hat, shoe, shoes	Shirt, hat, shoes	Shirt, dress, trousers	Show me	What colour is your?	What colour is your?	He is ... she is ...
Language structures						Possessive pro-nouns:	Possessive pro-nouns:	Possessive pro-nouns:	Present continuous tense

Attitudes and Values: Show concern for keeping our bodies and clothes clean

Pupils who care for and respect themselves are more likely to treat their own bodies with dignity and to be more particular about their lifestyle choices now and in the future. In this unit, pupils learn the appropriate terms for the parts of the body and clothing items. Although the teaching and learning activities focus on the context of clothes and body parts, with careful planning, teachers can deliver key messages to the class as part of their daily interactions/routine, such as listing reasons and demonstrating to the pupils the importance of washing hands, combing hair, washing body and face and keeping clothes clean. Examples of learning and teaching activities are provided below so teachers can identify when and how to promote and foster these attitudes and values as part of their lessons. Assessment criteria are also provided to enable the teachers to assess pupils' attitudes accurately without bias or subjectivity.

Examples of teaching and learning activities

- The pupils match pictures with the names of body parts or clothing items.
- The pupils label a diagram showing body parts or clothing items.
- The pupils draw body parts or clothing items and name them.
- The pupils participate in pair and group activities.
- The pupils describe what pupils are wearing.
- The pupils role play washing their hands and faces and combing their hair.
- The pupils listen to and practise following classroom instructions.

How to assess attitudes and values in this unit

Observation: Assessment Criteria

The teacher gathers information by watching pupils interacting, conversing, working, playing, etc. Observation is very important; it is used before the lesson begins and throughout the lesson as the teacher continues observing every activity.

Observation Criteria	Achieving the standard very well	Achieving the standard	Achieving parts of the standard	Not yet achieving the standard
Demonstrate awareness of the importance of keeping hands and clothes clean				
Works cooperatively with partner, taking turns, listening and responding at appropriate times				
Uses appropriate vocabulary when discussing parts of the body				

Lesson 1 A a, B b, C c, D d.**Learning objectives**

- Name objects in the school environment (knowledge and understanding).
- Identify and name the letters of the alphabet (skills).

Materials

The Alphabet Song.

Flashcards with the letters A, B, C, D and a, b, c, d.

Pictures of the sun. Examples of classroom

objects.

Teaching tip

At the beginning of each lesson print the alphabet on the chalkboard in lowercase. Do not use cursive writing. The introduction of this guide contains information on how to form lower and uppercase print letters.

Key content

The alphabet, the sun, a bag, a book, a chalk, a duster.

Introduction

- The pupils play the *Stand up* game.
- The teacher prints the alphabet on the board.

Development of the lesson

- The teacher reviews the phrases: *Who are you? I am a boy. I am a girl.*
- The pupils play the *Point at* game, pointing at a boy, a girl and a friend.
- The teacher introduces the words: *sun, book, chalk, note book.*
- The pupils play the *Show me* game, pointing to the classroom objects.
- The teacher introduces *The Alphabet Song.*
- The pupils sing *The Alphabet Song* pointing to the letters on the board.
- The teacher writes the letters A and a on the board.
- The pupils point to the letters and say their names.
- The teacher writes the letters B and b on the board.
- The pupils point to the letters and say their names.
- The teacher repeats the activity with the letters C and c, D and d.
- The class plays the game *What's next?*
- The teacher writes the letter a on the board and ask the class: *What's next?*
- The teacher repeats the activity until the letter d.
- The teacher writes on the board the words: *bag, book, chalk* and *duster.* .
- The pupils identify the letters a, b and c in the words.

Additional activities

- The class plays the game *Touch the chalkboard* using the letters A, a, B, b, C, c, D, d.
- The class plays the game *Alphabet shout out* using the letters A, a, B, b, C, c, D, d.

Assessment

Pupil's Daily Reader, unit 4, page 18, 19. The class plays *Say and point*. The teacher says the names of the letters A, a, B, b, C, c, D, d. The pupils point to the correct letter.

Homework

The pupils sing *The Alphabet Song* at home for their family members.

Lesson 2 Review: A a, B b, C c, D d.**Learning objectives**

- Name objects in the school environment (knowledge and understanding).
- Identify and name the letters of the alphabet (skills).

Materials

Flashcards with the letters A, B, C, D and a, b, c, d.
Picture of the sun.

Teaching tip

Encourage pupils to take care of the Pupil's Daily Reader. Encourage them to turn the pages carefully and not to write on the book. Praise the pupils who are looking after their books. Make them role models for the class.

Key content

Aa , Bb, Cc, Dd.
the sun, a bag, a book, a chalk, a duster.

Introduction

- The pupils sing *The Alphabet Song*.
- The pupils recall what letters they learned in the last lesson.
- The teacher asks the pupils to point at classroom objects; for example, a bag, a book, chalk and the duster.
- The pupils point at the objects and say the words.

Development of the lesson

- The teacher shows the alphabet flashcard a to the class.
- The pupils identify the letter name.
- The teacher says the letter name.
- The class repeats the name a.
- In groups, the pupils say the letter name.
- The teacher asks individuals to say the letter name.
- The teacher repeats the activity using letters b, c, and d.
- The pupils identify the letters and say the letter names.
- The teacher repeats activity with the uppercase letters A, B, C, and D.
- The pupils play the game *Touch the chalkboard* with the letters A a, B b, C c, D d.

Additional activities

- The pupils play the game *Matching pairs* using the letters A a, B b, C c, D d, matching the uppercase letters with the lowercase letters.
- The pupils play the game *Alphabet shout out* using the letters A a, B b, C c, D d.

Assessment

Pupil's Daily Reader, unit 4, page 18, 19. The pupils sing *The Alphabet Song*, pointing to the correct letters.

Homework

The pupils sing *The Alphabet Song* at home. The pupils show their family members the letters A a, B b, C c, D d.

Lesson 3

E e, F f, G g, H h, I i.

Learning objectives

- Name objects in the school environment (knowledge and understanding).
- Identify and name the letters of the alphabet (skills).

Materials

Flashcards with the letters A a, B b, C c, D d.
A stone, examples of classroom objects.
Picture of a tree.

Teaching tip

Provide lots of opportunities for pupils to practise listening and speaking. First, ask the whole class to repeat, and then ask small groups, and then ask individuals. When inviting pairs to the front of the class to model dialogue, invite a boy and a girl to practise the dialogue.

Key content

Ee, Ff, Gg, Hh, Ii
the sun, a stone, a tree, a duster

Introduction

- The teacher prints the alphabet on the board.
- The pupils sing *The Alphabet Song*.
- The class plays the *Buzz* game, using the letters A a, B b, C c, D d.

Development of the lesson

- The teacher reviews *The Alphabet Song*.
- The pupils play the *Point at* game pointing at: the sun, a boy and a girl.
- The teacher introduces the words: *a sun, a stone, a tree, a duster*.
- The pupils play the *Show me* game pointing to the classroom objects.
- The pupils play the *What is this?* game.
- The pupils sing *The Alphabet Song*, pointing to the letters on the board.
- The teacher writes the letters E and e on the board.
- The pupils point to the letters and say their names.
- The teacher writes the letters F and f on the board.
- The pupils point to the letters and say their names.
- The teacher repeats the activity with the letters G and g, H and h, I and i.
- The class plays the game *What's next?*
- The teacher writes on the board the words on the board: *tree, floor, girl and hello*.
- The pupils identify the letters e, f, g, h and i in the words.
- The pupils identify the meaning of the words: *tree, floor, girl and hello*.

Additional activities

- The class plays the game *Touch the chalkboard* using the letters A a, B b, C c, D d, E e, F f, G g, H h, I i.
- The class plays the game *Alphabet shout out* using the letters A a, B b, C c, D d, E e, F f, G g, H h, I i.

Assessment

- Pupil's Daily Reader, unit 4, page 19. The class plays *Say and point*. The teacher says the names of the letters A to I. The pupils point to the correct letter.

Homework

The pupils sing *The Alphabet Song* at home and show their family members the letters A to I in their daily reader.

Learning objectives

- Name objects in the school environment (knowledge and understanding).
- Identify and name the letters of the alphabet (skills).

Materials

Flashcards with the letters A a, B b, C c, D d, E e, F f, G g, H h.

Teaching tip

Give pupils opportunities to correct their mistakes, if a child gives an incorrect answer, say “That is not the right answer. Try again.”

Key content

Ee, Ff, Gg, Hh
the sun, a stone, a tree, a duster.

Introduction

- The teacher prints the alphabet on the board.
- The class plays the game *Point at*.
- The pupils point at classroom objects and say the names of the objects.
- The teacher points at the sun, stone, bag, tree, floor and a girl.
- The pupils say the names.
- The class plays the *Buzz* game, using the letters A a, B b, C c, D d, E e, F f, G g, H h, I i

Development of the lesson

- The teacher shows the alphabet flashcard e to the class.
- The pupils identify the letter name.
- The teacher says the letter name.
- The whole class repeats the name e.
- In groups, pupils say the letter name.
- The teacher asks individuals to say the letter name.
- The teacher repeats the activity using letters f, g, h, i.
- The pupils identify the letters and say the letter names.
- The teacher repeats the activity with the uppercase letters E, F, G, H, I.
- The pupils play the game *Touch the chalkboard* with the letters E e, F f, G g, H h, I i.

Additional activities

- The class plays the game *Matching Pairs* using the flashcards.
- The class sings *The Alphabet Song*.

Assessment

Pupil’s Daily Reader, unit 4, page 9, 10. The class plays *Say and point*. The teacher says the names of the letters A, a, B, b, C, c, D, d. The pupils point to the correct letter.

Homework

The pupils show their family members the letters E e, F f, G g, H h, and I i in their Daily Reader.

Lesson 5 **What is next?****Learning objectives**

- Sing *The Alphabet Song* (knowledge and understanding).
- Put letters in alphabetical order (skills).

Materials

Flashcards with the letters A a to I i.

Teaching tip

The 15 second rule: chalkboard drawings should be simple, clear and drawn quickly. It should take no longer than 15 seconds to draw something on the board.

Key content

What is next?

Introduction

- The teacher prints the alphabet on the board.
- The pupils read the letters as the teacher write.
- The teacher invites a pupil to the board to point at the letters.
- The class sings *The Alphabet Song*.
- The class plays the *Buzz* game, using the Letters A a to I i.

Development of the lesson

- The teacher holds up the flashcard a and says the letter name.
- The pupils say the letter name.
- The teacher asks *What is the next letter?*
- The pupils identify the letter b.
- The teacher holds up the flashcard with the letter B and says the letter name.
- The pupils say the letter name.
- The teacher repeats the activity up to the letter i.
- Invite pupils to point at the letters A to I.
- The whole class reads the letters.
- Repeat the activity for uppercase letters A to I. This time pupils will identify the letter before the teacher says the name.

Additional activities

The class plays the game *Matching pairs* using the letters A a to I i.

Assessment

Pupil's Daily Reader, unit 4, page 18, 19. The class plays *Say and point*. The teacher says the names of the letters. The pupils point to the correct letter.

Homework

The pupils sing *The Alphabet Song* to a family member.

Lesson 6 What is next? J j, K k, L l.

Learning objectives

- Name objects in the school environment (knowledge and understanding).
- Identify and name the letters of the alphabet (skills).

Materials

Pictures of the sun, a flag and a tree.
Flashcards with the letters A a to L l.

Key content

What is next?
Jj, Kk, Ll
the sun, a flag, a tree

Introduction

- The teacher prints the alphabet on the board.
- The pupils read the letters as the teacher write them.
- The pupils recall what they learned in the previous lesson.
- The class plays the game *Say and point, point and say*.

Development of the lesson

- The teacher reviews *The Alphabet Song*.
- The pupils play the *Point at* game pointing at: the sun, a tree, the teacher, a stone, a boy, a flag.
- The teacher reviews the words: *a flag, a tree*.
- The class plays the game *What's next?* using letters from a to i.
- The pupils play the *Show me* game, pointing to the classroom objects.
- The pupils play the *What is this?* game.
- The pupils sing *The Alphabet Song* pointing to the letters on the board.
- The teacher writes the letters J and j on the board.
- The pupils point to the letters and say their names.
- The teacher writes the letters K and k on the board.
- The pupils point to the letters and say their names.
- The teacher repeats the activity with the letters L and l.
- The class plays the game *What's next?*

Additional activities

- The class plays the game *Touch the chalkboard*, using the letters A to L.
- The class plays the game *Alphabet shout out*, using the letters A to L.

Assessment

Pupil's Daily Reader, unit 4, page 18, 19. The class plays *Say and point*. The teacher says the names of the letters A, a, B, b, C, c, D, d. The pupils point to the correct letter.

Homework

The pupils sing *The Alphabet Song* at home to their family members.

Lesson 7 What is next?

Learning objectives

- Sing *The Alphabet Song* (knowledge and understanding).
- Put letters in alphabetical order (skills).

Materials

Flashcards with the letters A a to L l.

Key content

What is next?
Jj, Kk, Ll.

Introduction

- The teacher prints the alphabet on the board.
- The pupils read the letters as the teacher writes them.
- The teacher invites a boy and a girl to the board to point at the letters.
- The pupils sing *The Alphabet Song*.
- The class plays the *Buzz game*, using the Letters A a to L l.

Development of the lesson

- The teacher holds up the flashcard j and says the letter name.
- The pupils say the letter name.
- The teacher asks *What is the next letter?*
- The pupils identify the letter k.
- The teacher holds up the flashcard with the letters k and says the letter name.
- The pupils say the letter name.
- The teacher repeats the activity up to the letter l.
- The teacher invite pupils to point at the letters j to l.
- The whole class reads the letters.
- The teacher repeats the activity for uppercase letters J to L. This time, the pupils will identify the letter before the teacher says the name.

Additional activities

- The class plays the game *Matching Pairs* using the letters A to K.
- Pupil's Daily Reader, unit 4, page 19. The class plays *Say and point*. The teacher says the names of the letters A to K. The pupils point to the correct letter.

Assessment

The teacher sings *The Alphabet Song*. The teacher stops after singing some letters. The pupils identify what is next. The teacher repeats the activity until the song is sung.

Homework

- The pupils show their family the letters J j, K k and L l in their Daily Reader.
- The pupils sing *The Alphabet Song*.

Lesson 8 J j, K k, L l.

Learning objectives

- Sing *The Alphabet Song* (knowledge and understanding).
- Put letters in alphabetical order (skills).

Materials

Flashcards with the letters A a to L l.

Teaching tip

A number of activities can be done with flashcards, including *Name the Flashcard*, *Point at the Flashcard*, *Touch the Flashcard*, *Order the Flashcards* and *Sort the Flashcards*. A simple set of alphabet or word flashcards can be used over and over again, in many lessons.

Key content

What is next?
Jj, Kk, Ll.

Introduction

- The teacher prints the alphabet on the board.
- The teacher invites a pupil to the board to point at the letters.
- The pupils sing *The Alphabet Song*.

- The class plays the *Buzz* game, using the Letters a to i.

Development

- The pupils sing *The Alphabet Song*.
- The teacher reviews the words: *sun*, *flag* and *tree*.
- The pupils play the *Point at* game.
- The pupils play the *Show me* game.
- The class plays the *What's next?* game.
- The teacher writes the letters J and j on the board.
- The pupils point to the letters and say their names.
- The teacher writes the letters K and k on the board.
- The pupils point to the letters and say their names.
- The teacher repeats the activity with the letters L and l.
- The class plays the game *What's next?*

Additional activities

- The class plays *Touch the chalkboard*, using the letters: A to I.
- The class plays the *Alphabet Soup* game.

Assessment

The teacher sings *The Alphabet Song*. The teacher stops after singing some letters. The pupils identify what is next. Repeat the activity until the song is sung.

Homework

The pupils show their family the letters J j, K k and L l in their daily reader.

Lesson 9 M m, N n .

Learning objectives

- Sing *The Alphabet Song* (knowledge and understanding).
- Identify and name the letters of the alphabet (skills).

Materials

Flashcards with the letters A a to Nn.

Teaching tip

Alphabet Soup game: Place flashcards on the table in random order. Ask pupils to find the letter. The pupils look through the flashcards and find the letter.

Key content

What is next?
Mn, Nn.

Introduction

- The teacher prints the alphabet on the board.
- The teacher invites a boy and a girl to the board to point at the letters.
- The pupils sing *The Alphabet Song*.
- The class plays the *Buzz* game, using the letters A a to L l.

Development of the lesson

- The class sings *The Happy Song*.
- The class plays the *Do as I say* game.
- The class plays the *Stand up* game.
- The pupils sing *The Alphabet Song*.
- The teacher writes the letters M and m on the board.
- The pupils point to the letters and say their names.
- The teacher writes the letters N and n on the board.

- The pupils point to the letters and say their names.
- The class plays the game *What's next?*
- The teacher writes on the board the words: *grandmother, grandfather, and grandparents.*
- The pupils identify the letters m and n in the words.

Additional activities

- The class plays the game *Touch the chalkboard* using the letters A to N.
- The class plays the game *Alphabet Soup.*
- The class plays the game *What is missing?*

Assessment

The teacher sings *The Alphabet Song*. The teacher stops after singing some letters. The pupils identify what is next. Repeat the activity until the song is sung.

Homework

The pupils show their family the letters M m and N n.

Lesson 10 > Uppercase and lowercase letters.

Learning objectives

- Sing *The Alphabet Song* (knowledge and understanding).
- Sort uppercase and lowercase letters (skills).
- Reading and writing are important skills to learn (attitudes and values).

Materials

Flashcards with the letters A a to N n.

Teaching tip

Pupils need to be able to talk about the letters and words they see in the textbooks. For that reason from Primary 1, the pupils sing songs and play games to quickly learn to name the different letters of the English alphabet. By the end of the first term, pupils should be able to name the English letters in words, even if they cannot yet read the words themselves.

Key content

What is next?

Introduction

- The teacher prints the alphabet on the board, in uppercase and lowercase.
- The teacher invites a boy and a girl to the board to point at the letters.
- The pupils sing *The Alphabet Song.*
- The class plays the *Buzz* game, using the letters A a to M m.

Development of the lesson

- The teacher prints the letter 'A' on the chalkboard, in large writing.
- The teacher explains that it is an uppercase letter. It is used at the beginning of sentences and when it is the first letter in people's names.
- The pupils raise their hand if their names starts with the letter A.
- Teacher writes 'a' on the chalkboard in large writing. The teacher explains it is a lowercase letter.
- The teacher shows some of the alphabet flashcards to the class.
- The pupils identify if they are uppercase or lowercase.

Additional activities

- The whole class completes a sorting activity, sorting the flashcards into uppercase and lowercase letters.
- Pupil's Daily Reader, unit 4, page 18, 19. The class plays *Say and point*. The teacher says the names of the letters using uppercase or lowercase. The pupils point to the correct letter in the Daily

Reader.

Assessment

- The teacher sings *The Alphabet Song*. The teacher stops after singing some letters. The pupils identify what is next. The teacher invites a boy and a girl to come to the board and point at the correct letter, in uppercase and lowercase.
- Repeat the activity until the song is sung.

Homework

- The pupils sing *The Alphabet Song* for their families.
- The pupils show their families uppercase and lowercase letters in their Daily Reader.

Lesson 11 O o, P p, Q q.

Learning objectives

- Name objects in the school environment (knowledge and understanding).
- Identify and name letters of the alphabet (skills).

Materials

Flashcards with the letters A a to Q q.

Teaching tip

Use thick black felt tip pen to write flashcards. Make the letters large. Use print writing. It is important that pupils at the back of the class can read your writing.

Key content

What is next?
Oo, Pp, Qq

Introduction

- The teacher prints the alphabet on the board.
- The teacher invites a boy and a girl to the board to point at the letters.
- The pupils sing *The Alphabet Song*.
- The class plays the *Buzz* game, using the Letters A a to M m.

Development of the lesson

- The teacher writes the letters O and o on the board.
- The pupils point to the letters and say their names.
- The teacher writes the letters P and p on the board.
- The pupils point to the letters and say their names.
- The teacher repeats the activity with the letters Q and q.
- The class plays the game *What's next?*

Additional activities

- The class plays the game *Touch the chalkboard*.
- The class plays the game *What is missing?*

Assessment

- The teacher sings *The Alphabet Song*. The teacher stops after singing some letters. The pupils identify what is next. The teacher invites a boy and a girl to point to the correct letter on the board.
- Repeat the activity until the song is sung.

Homework

- The pupils sing *The Alphabet Song* for their families.
- The pupils identify what letter their name begins with.

Lesson 12 > Review: O o, P p, Q q.

Learning objectives

- Name objects in the school environment (knowledge and understanding).
- Identify and name the letters of the alphabet (skills).
- Reading and writing are important skills to learn (attitudes and values).

Materials

Flashcards with the letters Oo, Pp, Qq.

Key content

O o, P p, Q q.

Introduction

- The pupils sing *The Alphabet Song*.
- The pupils recall what they learned in the previous lesson.
- The class plays the *Buzz* game, using letters A a to Q q.

Development of the lesson

- The teacher shows the alphabet flashcard o to the class.
- The pupils identify the letter name.
- The teacher says the letter name.
- The whole class repeats the name o.
- In groups, pupils say the letter name.
- The teacher asks individuals to say the letter name.
- The teacher repeats the activity using letters p, q.
- The pupils identify the letters and say the letter names.
- The teacher repeats the activity with the uppercase letters O, P, and Q.
- The pupils play the game *Touch the chalkboard* with the letters O o, P p, and Q q.

Additional activity

The whole class completes a sorting activity, sorting the flashcards into uppercase and lowercase letters.

Assessment

The teacher sings *The Alphabet Song*. The teacher stops after singing some letters. The pupils identify what is next. Repeat the activity until the song is sung.

Homework

The pupils show their family members the letters Oo, Pp, Qq.

Lesson 13 > R r, S s, T t.

Learning objectives

- Give and follow simple commands (knowledge and understanding).
- Identify and name the letters of the alphabet (skills).

Materials

Alphabet flashcards.

Teaching tip

Allowing pupils to play with letters in a variety of learning games helps to build their ability to quickly recognise letters. This is important for learning to read and write in English. Songs and games are great learning activities.

Key content

Rr, Ss, Tt

Introduction

- The teacher prints the alphabet on the blackboard, large enough for pupils at the back to see.
- The teacher points at each letter, names it and lets the pupils repeat the name.

Development of the lesson

- The class plays the *Stand up* game.
- The class sings *The Happy Song*.
- The pupils sing *The Alphabet Song*.
- The teacher writes the letters R and r on the board.
- The pupils point to the letters and say their names.
- The teacher writes the letters S and s on the board.
- The pupils point to the letters and say their names.
- The teacher writes the letters T and t on the board.
- The pupils point to the letters and say their names.
- The class plays the game *What's next?*
- The teacher writes on the board the words: grandmother, grandfather, and grandparents. The pupils identify the letters r, s and t in the words.

Additional activities

The whole class completes a sorting activity, sorting the flashcards into uppercase and lowercase letters.

Assessment

Pupil's Daily Reader, unit 4, page 19. The class plays *Say and point*. The pupils point to the correct letter.

Homework

The pupils teach their family members the new letters r, s and t.

Lesson 14 > Review: R r, S s, T t.

Learning objectives

- Give and follow simple commands (knowledge and understanding).
- Identify and name the letters of the alphabet (skills).

Materials

Alphabet flashcards.

Teaching tip

Pupils who struggle to identify letter names will have great difficulty reading English words and sentences. It is important to play quick games to review the letter names. The goal of the game is to increase the speed with which pupils can identify letter names and sounds.

Key content

Rr, Ss, Tt

Introduction

- The pupils sing *The Alphabet Song*.
- The pupils close their eyes.
- The teacher places the Rr, Ss and Tt flashcards around the classroom.
- The pupils open their eyes and find the letters Rr, Ss and Tt in the classroom.

Development of the lesson

- The teacher shows the alphabet flashcard r to the class.
- The pupils identify the letter name.
- The teacher says the letter name.
- The whole class repeats the name r.

- In groups, pupils say the letter name.
- The teacher asks individuals to say the letter name.
- The teacher repeats the activity using letters s and t.
- The pupils identify the letters and say the letter names.
- The teacher repeats the activity with the uppercase letters R, S and T.
- The pupils play the game *Touch the chalkboard* with the letters R r, S s and T t.

Additional activities

The class plays the *Clap, clap* game.

Assessment

Pupil's Daily Reader, unit 4, page 18, 19. The class plays *Say and point*. The teacher says the names of the letters. The pupils point to the correct letter.

Homework

The pupils sing the *Happy Song* at home. The pupils show their family members the letters R r, S s, T t.

Lesson 15 U u, V v, W w.

Learning objectives

- Name objects in the school environment (knowledge and understanding).
- Identify and name the letters of the alphabet (skills).

Materials

Flashcards with the letters A to W.

Teaching tip

Using gestures when teaching helps the pupils remember vocabulary. Use the same gestures every time you say a particular word or phrase. It will help pupils remember the words and what it means.

Key content

Uu, Vv, Ww

Read

Write

Introduction

- The teacher prints the alphabet on the board.
- The class plays *Simon says*, using commands like, *Walk, Run, Open the door, Point at the pencil*.

Development of the lesson

- The pupils sing *The Alphabet Song*.
- The teacher writes the letters U and u on the board.
- The pupils point to the letters and say their names.
- The teacher writes the letters V and v on the board.
- The pupils point to the letters and say their names.
- The teacher writes the letters W and w on the board.
- The pupils point to the letters and say their names.
- The class plays the game *What's next?*
- The teacher writes on the board the words: *sun, stone, window*.
- The pupils identify the letters u, v and w in the words.

Additional activities

- The class plays the game *Touch the chalkboard* using the letters A a to W w.
- The class plays the game *Alphabet shout out* using the letters A a to W w.

Assessment

The teacher sings *The Alphabet Song*. The teacher stops after singing some letters. The pupils identify what is next. The teacher invites a boy and a girl to point to the correct letter on the chalkboard. Repeat the activity until the song is sung.

Homework

The pupils sing *The Alphabet Song* at home.

Lesson 16 X x, Y y, Z z

Learning objectives

- Give and follow classroom instructions (knowledge and understanding).
- Identify and name the letters of the alphabet (skills).

Materials

Alphabet flashcards.

Teaching tip

Activities and games, which use gestures and mime, can be fun for the whole class. Have one child at a time mime his / her word while the rest of the class tries to guess it.

Key content

Xx, Yy, Zz

Introduction

- The teacher prints the alphabet on the board.
- The class sings *The Alphabet Song*.
- The teacher asks pupils to close their eyes.
- The teacher places the X, x, Y, y and Z, z flashcards around the classroom.
- The pupils open their eyes and find the letters X, x in the classroom.
- Repeat with letters Y, y and Z, z.
- The teacher repeats the activity.

Development of the lesson

- The teacher writes the letters X and x on the board.
- The pupils point to the letters and say their names.
- The teacher writes the letters Y and y on the board.
- The pupils point to the letters and say their names.
- The teacher writes the letters Z and z on the board.
- The pupils point to the letters and say their names.
- The class plays the game *What's next?*
- The teacher writes on the board the words: *box, boy and zebra*.
- The pupils identify the letters x, y and z in the words.

Additional activities

The class plays the game *Touch the chalkboard*.

Assessment

- The class plays *Say and point*. The teacher says the names of the letters.
- The pupils point to the correct letter in the Daily Reader.

Homework

The pupils sing *The Alphabet Song* at home.

Lesson 17 Review: The Alphabet.

Learning objectives

- Give and follow simple commands (knowledge and understanding).
- Identify and name the letters of the alphabet (skills).

Materials

Alphabet flashcards.

Teaching tip

Alphabet Shout Out: The teacher randomly chooses a flashcard and award a point to the first pupil who shouts out a word beginning with that letter.

Key content

The Alphabet

Introduction

The whole class plays the *Stand up* game.

Development of the lesson

- The class sing *The Alphabet Song*.
- The pupils read the alphabet forwards and backwards.
- The class plays the *Buzz* game, using the letters of the alphabet.

Additional activities

- The class plays the game *Matching pairs*.
- The class plays the game *Alphabet shout out*.

Assessment

Pupil's Daily Reader, unit 4, page 18. The pupils sing *The Alphabet Song* pointing to the letters.

Homework

The pupils sing *The Alphabet Song* at home.

Lesson 18 Review: Who are you? B b.

Learning objectives

- Recognise sounds of letters in the alphabet (knowledge and understanding).
- Ask and answer the questions *Who are you? Are you a boy or a girl?* (skills).

Materials

Pencils for *Pass the pencil* game.

Teaching tip

The alphabet letter B is one of the consonants that make a short and quick sound. It is made by a quick puff of air being forced through the mouth to make the /b/ sound. Some examples of words include: *boy, bed, band*.

Key content

What is your name?

My name is ...

I am a girl.

I am a boy.

B b.

Introduction

- The class sings the song *Hello. How are you?*
- The teacher asks pupils *What is your name?*
- The pupils answer the questions.

Development of the lesson

- The class sings the *How are you? Song*.
- The teacher reviews the words and phrases: *I am a boy. I am a girl.*

- The pupils practise the phrases.
- The pupils sing *The Alphabet Song*.
- The teacher introduces the letter B and the letter sound /b/.
- The pupils identify that the letter b make the sound /b/.
- The pupils sing the *Letter B chant*.
- The teacher introduces the *Do this if you hear* game.
- The teacher says the words: *boy, girl, ball, cat, boy*.
- The pupils identify which words have the /b/ sound.

Additional activities

- The class plays the game *Pass the Pencil*. When the pencil stops, the pupil answers the questions:
Who are you? Are you a boy or a girl
- In pairs, the pupils practise the dialogue: *Who are you? Are you a boy or a girl?*

Assessment

- In pairs, the pupils ask and answer the questions: *Who are you? Are you a boy or a girl?*
- The pupils say the names of words that have the /b/ sound.

Homework

The pupils practise the questions *Who are you? Are you a boy or a girl?* with a family member.

Lesson 19 Review: Who are you? B b.

Learning objectives

- Recognise sounds of letters in the alphabet (knowledge and understanding).
- Ask and answer the questions *who are you? Are you a boy or a girl?* (skills).

Materials

Pencils for *Pass the pencil* game.

Teaching tip

The alphabet letter B is one of the consonants that make a short and quick sound. It is made by a quick puff of air being forced through the mouth to make the /b/ sound. Some examples of words include: *boy, bed, band*.

Key content

What is your name?
My name is ...
I am a girl.
I am a boy.
B b.

Introduction

- The class sings the song *Hello. How are you?*
- The teacher asks pupils *What is your name?*
- The pupils answer the questions.

Development of the lesson

- The class sings the song *Hello. How are you?*
- The teacher reviews the words and phrases: *I am a boy. I am a girl.*
- The pupils practise the phrases.
- The pupils sing *The Alphabet Song*.
- The teacher introduces the letter B b and the letter sound /b/.
- The pupils identify that the letter b makes the sound /b/.
- The pupils sing the *Letter B chant*.
- The teacher introduces the *Do this if you hear* game.
- The teacher says the words: *boy, girl, ball, cat, boy*.
- The pupils identify which words have the /b/ sound.

Additional activities

- The class plays the game *Pass the Pencil*. When the pencil stops, the pupil answers the questions: *Who are you? Are you a boy or a girl*
- In pairs, the pupils practise the dialogue: *Who are you? Are you a boy or a girl?*

Assessment

- In pairs, the pupils ask and answer the questions: *Who are you? Are you a boy or a girl?*
- The pupils say the names of words that have the /b/ sound.

Homework

The pupils practise the questions *Who are you? Are you a boy or a girl?* with a family member.

Lesson 20 Are you a boy or a girl?

Learning objectives

- Identify words that begin with the sound /b/ (knowledge and understanding).
- Ask and answer the questions: *Who are you? Are you a boy or a girl?* (skills).

Materials

Pupil's Daily Reader, Unit 4, page 22.

Key Content

Who are you?
Are you a boy or a girl?
Bb

Introduction

- The pupils recall what they learned in the previous lesson.
- The class sings The *Hello Song*.

Development of the lesson

- The teacher reviews the sound the letter b makes.
- The teacher says the following words slowly: *boy, girl, ball, big, teacher, book, pencil, bag*.
- The pupils stand up when they hear words that begins with the sound /b/.
- The pupils identify what sound is at the beginning of the word *boy*.
- The pupils identify what letter makes the sound /b/.
- The teacher writes a B and b on the chalkboard.
- The pupils trace the letter B and b in the air.
- The pupils write the letter B and b while saying the sound /b/.The teacher reviews the words and phrases: I am a boy. I am a girl.
- In pairs, the pupils practise the dialogue: *Who are you? Are you a boy or a girl?*

Additional activities

In pairs, pupils come to the front of the class and model the dialogue.

Assessment

The pupils write the letter B and b. The pupils draw a picture of a word that starts with the /b/ sound.

Homework

The pupils teach family members how to write the letters B b and teach them the sound /b/.

Lesson 21 Who is he? Who is she?**Learning objectives**

- Identify words that begin with the short /a/ sound (knowledge and understanding).
- Introduce themselves and others (skills).

Materials**Teaching tip**

Hold your finger up high for all to see when showing pupils how to write a letter in the air with their fingers, face the board and encourage pupils to follow as you write in the air.

Key content

Aa

Who is he? Who is she?

Introduction

- The teacher asks the pupils what sound the letter b makes.
- The pupils say the sound and identify words that start with /b/.

Development of the lesson

- The class plays the *Stand up* game.
- The teacher reviews the phrases.
- Who is he? He is... Who is she? She is
- The teacher invites a boy and a girl to the front models the dialogue: *Who is he? Who is she?*
- The pupils answer: He is... She is...
- In groups, the pupils practise the dialogue.
- The teacher introduces the letter A a and the letter sound /a/.
- The pupils identify that the letter a makes the sound /a/.
- The pupils sing the *Letter A* chant.
- The teacher introduces the *Do this if you hear* game.
- The teacher says the words: *apple, girl, book, arm, cat, and leg*.
- The pupils identify which words have the /a/ sound.

Additional activities

The teacher invites boys and girls to the front of the class to model the dialogue: *Who is he? Who is she?*

Assessment

The pupils write the letter A and a. The pupils draw a picture of a word that starts with the /a/ sound. The teacher points to a boy and asks: *Who is he?* The pupils answer.

Homework

The pupils practise introducing himself or herself to a family member.

Lesson 22 Who is he? Who is she?

Learning objectives

- Identify words that begin with the short /a/ sound (knowledge and understanding).
- Introduce themselves and say what they like to do (skills).

Materials

Examples of words with the short /a/ sound.

Teaching tip

The letter A is the first letter and also the first vowel in the English alphabet. To make learning to read as easy as possible, we first teach the simple sounds of the alphabet. In this case, we teach the short A sound of /a/ first. Examples of the short a sound are found in the words: *apple, cat, and clap*.

Key content

Words with the /a/ sound.

Introduction

- The teacher asks the pupils what sound the letter a makes.
- The pupils say the sound and identify words that start with /a/.

Development

- The class plays the game *Do this if you hear*.
- The teacher says the following words slowly: *avocado, girl, ant, big, teacher, book, pencil, bag*.
- The pupils stand up when they hear a word that begins with the sound /a/.
- The pupils identify what sound is at the beginning of the word *ant*.
- The pupils identify what letter makes the sound /a/.
- The teacher writes A and a on the chalkboard.
- The pupils trace the letter A and a in the air.
- The pupils write the letter A and a while saying the sound /a/.
- The teacher introduces the meaning of the words *playing, cooking and running*.
- The pupils mime the meaning of the words.
- The teacher models the dialogue: *Who is he? Who is she?*
- The teacher invites a boy and a girl to the front of the classroom and asks *Who is he? Who is she?*
- The pupils answer the question.
- In pairs, the pupils practise the dialogue.

Additional activities

The class sings the Letter A chant.

Assessment

The teacher asks the pupils. *What do you like to do?* The pupils answer the question.

Homework

The pupils practise the dialogue *What do you like to do? I like to ...* with a family member.

Lesson 23 Parts of the body

Learning objectives

- Identify words that begin with the short /a/ and /b/ sound (knowledge and understanding).
- Describe parts of the body (skills).

Materials

Pupil's Daily Reader, unit 4, page 22.

Teaching tip

A sight word is a word that is immediately recognized as a whole and does not require analysis for identification. Good readers instantly recognize sight words without having to

decode them. Sight words are usually "high-frequency" words, that is, the words that occur most frequently in our language. Many sight words do not sound as they are spelled, making them difficult to sound out using phonics. In this unit we begin teaching sight words: *a, at, I* and *in*.

Key content

Touch your
Finger
Head
Hand

Introduction

- The pupils identify what they learned in the previous lesson.
- The pupils sing the Letter A and Letter B chant.

Development of the lesson

- The teacher introduces the words: *finger, head and hand, touch you, lift your.*
- The pupils demonstrate the meaning of the new words.
- The class plays the *Show me* game.
- The pupils open their daily reader and point at the finger head and hand. The teacher explains the phrase. Touch your.
- The teacher asks the class to: Touch your head, finger and hand.

Additional activities

In pairs, the pupils play the game *Touch your... Lift your...*

Assessment

The teacher asks the pupils to "Show me" their head, finger and hand.

Homework

The pupils teach their family members the words: *finger, head, hand.*

Lesson 24 > Parts of the body

Learning objectives

- Identify words that begin with the short /b/ sound (knowledge and understanding).
- Describe parts of the body (skills)

Teaching tip

Playing games with letter sounds helps prepare pupils for reading.

Key content

Bb, arm, leg, left, right

Introduction

- The pupils recall what they learned in the previous lesson.
- The class plays the game *Touch your...*

Development of the lesson

- The teacher reviews the words: *finger, head, hands.*
- The pupils demonstrate the meaning of the new words.
- The class plays the *Show me* game.
- The pupils sing the *Letter B* chant.
- The teacher introduces the *Do this if you hear /b/ game*
- The teacher says the words: *book, ball, cat, boy, girl.*
- The pupils identify the words that have the /b/ sound.

Additional activities

In pairs, the pupils play the game *Touch your* using the words *arm, leg, left, right etc..*

Assessment

The teacher asks pupils to touch their: *arm, leg.* The pupils touch the correct part of their body. The teacher asks the pupils to show their right hand and left hand.

Homework

The pupils teach the words, *arm,* and *leg, left and right* to their family members.

Lesson 25 > **Parts of the body.****Learning objectives**

- Identify words that begin with the sound /t/ (knowledge and understanding).
- Describe parts of the body (skills).

Materials

Pupil's Daily Reader, unit 4, page 21.

Teaching tip

The letter t makes a short sound. Examples of the /t/ sound are *top, tin, table*. Do not say "tee" as that is only the name of the letter and not its proper sounding.

Key content

Tt, Eye, ear, nose, mouth, shoulder, knees, toes.

Introduction

- The class plays the game *Touch your... lift your...*
- The pupils sing the *Letter A* chant.
- The pupils sing the *Letter B* chant.

Development of the lesson

- The teacher reviews the parts of the body taught in the previous lesson.
- The teacher introduces the words: *eye, ear, nose, mouth, shoulder, knee, and toe*.
- The pupils point to their eye, ear, etc while saying the names.
- The class plays the *Touch your. Lift your* game.
- The teacher models the *Head, Shoulders, Knees and Toes* Song.
- The pupils sing the song and do the actions.
- The teacher introduces the letter T t and the letter sound /t/.
- The pupils identify that the letter t make the sound /t/.
- The pupils sing the *Letter T* chant.
- The teacher introduces the *Do this if you hear /t/* game.
- The teacher says the words: *teacher, two, ten, four, big, table, and top*.
- The pupils identify which words have the /t/ sound.
- The teacher writes the sight words a and at on the board.
- The pupils read and say the sight words.

Additional activities

- The class plays the game *Do this if you hear /t/ sound* with the words: *toe, head, table, touch, finger, leg, teacher, tree, and hand*.
- In pairs, the pupils play *Touch your... lift your...*

Assessment

- The teacher says the sound /t/ and the pupils write the letter that makes that sound (t).
- The teacher asks the pupils to point at the parts of the body in their daily reader.

Homework

The pupils sing the *Letter a, b and t* chants for family members.

Lesson 26 > Parts of the body. T t.

Learning objectives

- Identify words that begin with the sound /t/ (knowledge and understanding).
- Describe parts of the body (skills).

Materials

Pupil's Daily Reader, unit 4, page 21.

Teaching tip

Circulate the classroom and help pupils when they are working in groups and pairs.

Key content

Put your finger on.

Introduction

- The class sings *The Alphabet Song*.
- The teacher writes the sight words a and at on the board.
- The pupils read and say the sight words.

Development of the lesson

- The teacher reviews the sound the letter t makes.
- The class plays the game *What is the sound? What is the letter?*
- The teacher says the following words slowly: *toe, knee, top, table, head, touch, finger*.
- The pupils stand up when they hear a word that begins with the sound /t/.
- The pupils identify what sound is at the beginning of the word table.
- The pupils identify what letter makes the sound /t/.
- The teacher writes a T and t on the chalkboard.
- The pupils trace the letter T and t in the air.
- The pupils write the letter T and t while saying the sound /t/.
- The teacher reviews the words: *eye, ear, nose, mouth, shoulder, knee, toe*.
- The teacher asks the pupils to put their: eyes, ear, nose, mouth, shoulder, knee, toe.
- The class sings the *Head, Shoulders, Knees and Toes Song*.

Assessment

The teacher says the letter t and pupils make the letter sound.

Homework

The pupils sing the *Letter t* chant at home for their parents and play the game *Put your finger on*.

Lesson 27 > Parts of the body.

Learning objectives

- Identify the short /i/ sound (knowledge and understanding).
- Describe parts of the body (skills).

Materials

Pupil's Daily Reader, unit 4, page 21.

Teaching tip

I is the third vowel in the alphabet. The letter I can make two sounds: a short sound and a long sound. We first teach the short sound. Examples of the /i/ sounds are *if, in* and *bit*.

Key content

li, foot, neck.

Introduction

- The teacher writes the sight words a and at on the board.
- The pupils read and say the sight words.
- The class play the *Touch your.... game*.

Development of the lesson

- The pupils sing the *Head, Shoulders, Knees and Toes* song.

- The teacher explains the new words: *foot and neck*.
- The pupils demonstrate the meaning of the new words.
- The class plays the *Touch your..., lift your...* game, using the new words.
- The teacher leads the game *Simon says*.
- The teacher introduces the letter *l* and the letter sound */i/*.
- The pupils identify that the letter *i* make the sound */i/*.
- The pupils sing the *Letter l* chant.

Additional activities

In groups, the pupils play the game *Simon says*.

Assessment

The teacher says the sound */i/* and the pupils write the letter that makes that sound. The teacher asks the pupils to point to the parts of the body in their daily readers.

Homework

The pupils play the game *Simon says* with their family members.

Lesson 28 > **Parts of the Body.**

Learning objectives

- Identify the short */i/* sound. (knowledge and understanding).
- Describe parts of the body (skills).

Teaching tip

Playing games with sounds prepares pupils for reading. Play games where the pupils say which sound is at the beginning of a word.

Materials

Pupil's Daily Reader, unit 4, page 21.

Key content

li, chin, cheek.

Introduction

- The teacher writes the sight words *a* and *at* on the board.
- The class plays the *Buzz* game with the words.
- The class play *Touch your....* game.

Development

- The class plays *Show me* using parts of the body taught in previous lessons.
- The teacher explains the new words: *cheek and chin*.
- The pupils point to their cheek and chin.
- The class plays the game *Point at* using the Daily Reader.
- The class plays the *Touch your....* game, using the new words.
- The class plays the game *Simon says*.
- The pupils sing the *Head, Shoulders, Knees and Toes* song.
- The class sings the *Letter l* chant.
- The pupils identify the the sound the *Letter /i/* makes.

Additional activities

The class plays the game *Simon says*.

Assessment

The teacher says the sound */i/* and the pupils write the letter that makes that sound.

Homework

The pupils play the game *Simon says* with their family members.

Lesson 29 ▶ Parts of the body

Learning objectives

- Identify the short /i/ sound (knowledge and understanding).
- Describe parts of the body (skills).

Teaching tip

Emphasize the meanings of the words *my* and *your* by using exaggerated gestures, pointing to yourself when you say *my* and *your*.

Key content

This is my.
These are my, a, at.

Introduction

- The teacher writes the sight words *a* and *at* on the board.
- The class plays the *Buzz* game with the sight words.
- The class play *Touch your... Lift your... game*.

Development of the lesson

- The pupils play the *Touch your... lift your... game*.
- The teacher explains the new phrases: *This is my.. This is your*.
- The pupils demonstrate the meaning of the new words.
- The class plays the *Touch your... lift your... game*, using the new words.
- The class plays the game *Simon says*.
- The pupils sing the *Head, Shoulders, Knees and Toes* song.
- The teacher introduces the letter *I* and the letter sound /i/.
- The pupils identify that the letter *i* make the sound /i/.
- The pupils sing the *Letter I* chant.
- The teacher introduces the game *Elastic word* using *bit, bin, big, sit, tin, bin, his*.
- The pupils identify which words have the /i/ sound.

Additional activities

The teacher introduces the *Do this if you hear* game. The teacher says the words: *big, bin, finger, bit, fun, sad, tin, arm, rip, pot, cup, hit, sit, plate*.

Assessment

The teacher says the sound /i/ and the pupils write the letter that makes that sound.

Homework

The pupils play the game *Simon says*.

Lesson 30 ▶ Shirt, hat, shoe, shoes.

Learning objectives

- List words for clothes (knowledge and understanding).
- Describe clothes and their colours orally (skills).

Teaching tip

When teaching clothing, The teacher asks pupils to show their own clothing and say the word

Key content

shirt, cap, shoe, shoes, I, on

Materials

Pupil's Daily Reader, unit 4, page 22, 23.
Examples of different types of clothing.

Introduction

- The class plays the *Buzz* game with the words *a* and *at*.
- In pairs, the pupils play the game *Point at* with colours.

Development of the lesson

- The teacher writes the sight words *I* and *on* on the board.
- The teacher explains the meaning of the words.
- The pupils read and say the sight words.
- The class plays the *Buzz* game with the words *I* and *on*.
- The teacher introduces the words: *shirt and cap*.
- The pupils explain what the words mean.
- The pupils identify the pictures of a shirt and hat in their daily readers.
- The teacher introduces the words: *shoe and shoes*.
- The pupils play the game *Point at*, using the new words.
- Pupil's Daily Reader, unit 4, page 22. The pupils play the game *Say and point, point and say*.

Additional activities

The class play *Say and Draw*: The teacher names an item of clothing and the pupils draw the item.

Assessment

The teacher says the name of a piece of clothing; the pupils point to the correct piece and identify the colours.

Homework

The pupils show their family member the pictures in their daily reader of a shirt, cap, shoe, shoes.

Lesson 31 Shirt, hat, shoes

Learning objectives

- List words for clothes (knowledge and understanding).
- Describe clothes and their colours (skills).

Materials

Pupil's Daily Reader, unit 4, page 22, 23.

Teaching tip

When teaching clothing, the teacher asks pupils to show their own clothing and say the word.

Key content

Shirt, cap, shoe, shoes.

Introduction

- The class plays the *Buzz* game with the words *I* and *on*.
- In pairs, the pupils play the game *Point at* with colours.

Development of the lesson

- The teacher reviews the items of clothing taught in the previous lesson.
- The pupils identify a shirt, shoes and hat in their Daily Reader.
- In pairs, the pupils ask each other *What is this?*
- In groups, the pupils play the *Show me* game.
- The pupils sing the *Letter B* chant.

Additional activity

The class plays the game *Say and draw*. The teacher says the name of a piece of clothing and pupils draw a picture of it quickly.

Assessment

The teacher points to a piece of clothing and the pupils say the name.

Homework

The pupils teach their family the word, *I and at*.

Lesson 32 Skirt, dress, trousers

Learning objectives

- List words for clothes (knowledge and understanding).
- Describe clothes and their colours (skills).

Key content

Skirt
Dress
Trouser
Pants
Shorts

Materials

Pupil's Daily Reader, unit 4, page 22, 23.

Introduction

- The class plays the *Buzz game* with the words *I and on*.
- In pairs, the pupils play the game *Point at* with colours.

Development of the lesson

- The teacher introduces the words: *skirt, dress, trousers, pants, and shorts*.
- The pupils explain what the words mean.
- The pupils identify the pictures of a skirt, dress, trousers, pants, and shorts in their daily readers.
- The pupils play the game *Point at* using the new words.
- Pupil's Daily Reader, unit 4, page 22. The pupils play the game *Say and point, point and say*.

Additional activity

The pupils sing the *Heads, Shoulders, Knees and Toes Song*.

Assessment

The teacher points to a piece of clothing and the pupils say the name.

Homework

The pupils teach their family members the words: *skirt, dress, trousers, pants, and shorts*.

Lesson 33 Show me

Learning objectives

- List words for clothes (knowledge and understanding).
- Describe clothes and their colours (skills).
- It's important to keep our bodies and clothes clean (attitudes and values).

Materials

Pupil's Daily Reader, unit 4, page 22, 23.

Key content

Skirt, dress, trouser, Pants, shorts.

Introduction

- The class plays the *Buzz game* with the words *I and on*.
- In pairs, the pupils play the game *Point at* with clothes.
- The class plays the game *Elastic word* with the word *bat*.

Development of the lesson

- The teacher reviews the items of clothing taught in the previous lesson.
- The pupils identify a shirt, shoes and cap in their Daily Reader.

- In pairs, the pupils ask each other *What is this?*
- In groups, the pupils play the *Show me* game.

Additional activity

The class plays the game *Do this if you hear* game, using the sound /t/

Homework

The pupils play the game *Show me* with their family members.

Lesson 34 ▶ **What colour is your?**

Learning objectives

- List words for clothes (knowledge and understanding).
- Describe clothes and their colours (skills).

Key content

It is.

Introduction

- The class plays the *Buzz* game with the words I and on.
- In pairs, the pupils play the game *Point at* with colours.

Development of the lesson

- The teacher introduces *The Clothes Song*.
- The pupils repeat and sing the song.
- The teacher introduces the question: *What colour is your?*
- The pupils play the game *Pass the pencil* using the question: *What colour is your...*

Additional activities

In pairs, the pupils practise asking and answering *What colour is your?*

Homework

The pupils practise asking and answering *What colour is your?*

Lesson 35 ▶ **What are you wearing?**

Learning objectives

- List words for clothes (knowledge and understanding).
- Describe clothes and their colours (skills).

Key content

I am wearing.

Introduction

- The class plays the *Buzz* game with the words I and on.
- In pairs, the pupils play the game *Point at* with colours.

Development of the lesson

- The class sings the *Clothes Song*.
- The teacher reviews the phrases: *What are you wearing? I am wearing.*
- The pupils play the game *Pass the pencil*.

Additional activity

The pupils look at the picture of the clothes in the daily reader and describe them.

Assessment

The teacher says the name of the piece of clothing. The pupils draw the item of clothing.

Homework

The pupils teach their families the *Clothes Song*.

Lesson 36 What is he wearing? What is she wearing?

Learning objectives

- Pictures of people from magazines and newspapers.

wearing and practice the phrase: *He is wearing ... She is wearing*

Key content

What is she wearing? What is he wearing?

Teaching tip

Use pictures from magazines and newspapers, to help pupils describe what other people are

Introduction

The class plays the *Buzz* game with the words I and on.

Development

- The teacher sings the *Clothes Song*.
- The teacher reviews the phrases: *What are you wearing? I am wearing.*
- The pupils answer.
- The teacher displays pictures of pupils.
- The pupils identify the names of the clothing in the class.
- Using the pictures, the teacher models the dialogue: *What is she wearing? She is wearing*
- The class repeats the dialogue.
- Using the pictures, the teacher models the dialogue: *What is he wearing? He is wearing*
- The teacher invites a boy and girl to the front and asks: *What is she wearing? What is he wearing?*
- The pupils answer.
- In groups, the pupils practice asking and answering the questions.

Additional Activity

The pupils draw a picture of a boy and girl and describe what they are wearing.

Assessment

The teacher points to the pictures in the daily reader asking: *What is she wearing? What is he wearing?*

The pupils answer using: *She is ...He is*

Homework

The pupils show their daily reader to their family and identify what the people are wearing in the pictures.

Unit 4: Parts of the body and Clothes.

Assessment Tasks

Invite pupils one by one to do the assessment.

The teacher asks the pupil the questions and notes how the pupil responds.

Assessment task 1: Alphabet.

Point at letter of the alphabet and the pupils say the letter names.

a f k l r u o p s t

☹	☹	☺
Did not identify any letters by name.	Identified 6 letters by name.	Identified more than 7 letter by name.

Assessment task 2: Name parts of the body

Ask each pupil:

Show me your hand

Show me your leg

Show me your arm

Touch your nose

Point at your ear

☹	☹	☺
Did not answer any correctly.	Answered less than 3 correctly.	Answered 3 or more correctly.

Assessment task 3: Clothes

Point at an item of clothing and ask the pupil: What is this?

The pupil must answer: This is a...

Repeat this activity another three times.

☹	☹	☺
Did not answer any question correctly.	Answered 2 questions correctly.	Answered 3 or more questions correctly.

UNIT 5: LIKES AND DISLIKES

Key competence: To use language learnt in the context of likes and dislikes...

Topic area: Oral and Written Communication

Sub-topic area: Listening, speaking, reading, writing

Values: Respect others' likes and dislikes even if they are different from our own.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8
Lesson name	What are these? These are...	What are these? These are...	What are these? These are...	What do you like?	What food don't you like?	What is your favourite food?	Class survey; What food do you like?	Class survey; What is your favourite food?
Key content	What is this? This is... Rice Beans Eggs Bananas O o	Tomatoes Potatoes Peas Carrots	At It A O o	What do you like? I like In On It n	I don't like.	Favourite In On It N n	What food do you like?	My favourite is...
Language Structures	Questions	Questions	Questions	Questions	Questions	Questions	Questions	Questions

	Lesson 9	Lesson 10	Lesson 11	Lesson 13	Lesson 14	Lesson 15	Assessment	Review
Lesson name	Do you like...? I don't like....	What does he like? What does she like?	Do you like...? I don't like....	20 to 30	30 to 40	40 to 50	Assessment	Review
Key content	Do you like...? I don't like... Is No It E e	What does she like? What does he like? Is No It E e	What is this? What are these? R r At Is	20 to 30	30 to 40	40 to 50	Identify the sound Name foods Express likes and dislikes	Remediation
Language structure	Questions	Declaratives	Declaratives	Numbers	Numbers	Numbers		

Attitudes and Values: Respect others' likes and dislikes even if they are different from our own.

Pupils must learn social skills, including demonstrating respect for others and resolving conflict. Learning to respect others' likes and dislikes as a value is critical because it helps pupils learn that individuals have unique personalities with different likes, dislikes, interests and beliefs. Discussing differences in tastes and opinions helps pupils develop respect for opinions different from their own so pupils can understand and appreciate each other.

Examples of learning and teaching activities are provided below so teachers can identify when and how to promote and foster these attitudes and values as part of their lessons. Assessment criteria are also provided to enable teachers to assess pupils attitudes' accurately without bias or subjectivity.

Examples of teaching and learning activities

- The pupils carry out a simple survey about the foods the other pupils like.
- The pupils discuss their likes and dislikes.
- The pupils ask and answer questions about their likes and dislikes.
- The pupils describe their partners' likes and dislikes.
- Pupils compare and contrast each others' likes and dislikes.

How to assess attitudes and values in this unit

Observation: Assessment Criteria

The teacher gathers information by watching pupils interacting, conversing, working, playing, etc. Observation is very important; it is used before the lesson begins and throughout the lesson as the teacher continues observing every activity.

Observation Criteria	Achieving the standard very well	Achieving the standard	Achieving parts of the standard	Not yet achieving the standard
Works cooperatively with partner, taking turns, listening and responding at appropriate times				
Raises hands to ask or answer a question				
Listens to other pupils and waits patiently for a turn to speak				
Recounts partner's likes and dislikes accurately				

Learning objectives

- List words for food items (knowledge and understanding).
- Identify food items by their names and pictures (skills).
- Recognise and produce letter names and sounds. (Skills)

Materials

Pictures of rice, beans, eggs and bananas.
The *Letter O* chant

Teaching tip

The short O sound (IPA symbol: ɔ) can be found in English words such as: **dog, log, socks, off, on, top, and pot.**

Key content

What is this?

This is..., These are..., rice, beans, eggs, bananas,
O o, at, it

Introduction

- The class plays the *Buzz* game with the words *a* and *at*.
- The class sings *The Alphabet Song*.

Development of the lesson

- The teacher writes the sight words *at* and *it* on the board.
- The pupils read and say the sight words.
- The teacher introduces the letters O o and the letter sound /o/.
- The pupils identify that the letter o makes the sound /o/.
- The teacher sings the *Letter O* chant
- The pupils sing the *Letter O* chant.
- The teacher plays the game *Elastic word* using *pot and top*.
- The teacher introduces the words: *food, rice* and *beans*.
- Using the pictures or real objects, the pupils explain what the words mean.
- The teacher models the dialogue: *What are these? These are beans. What is this? This is rice.*
- The class practises the dialogue.
- In pairs, the pupils practise the dialogue.
- The teacher invites a boy and a girl to the front to model the dialogue: *What are these? These are beans. What is this? This is rice.*
- The teacher repeats the activity with the words: *eggs* and *banana*.

Additional activity

The teacher invites pupils to identify different foods using: *This is... These are...*

Assessment

The teacher points at the pictures of rice, eggs, bananas and beans and asks the class: *What are these? What is this?*

Homework

The pupils teach the words: *eggs, bananas, rice* and *beans* to a family member.

Lesson 2 What are these? These are...

Learning objectives

- List words for food items (knowledge and understanding).
- Identify food items by their names and pictures (skills).

Materials

Pictures of tomatoes, potatoes, peas and carrots.

Teaching tip

The letter o can make a short and a long sound. In this lesson the pupils will learn the short sound.

Key content

What are these? These are..., Tomatoes, potatoes, peas, carrots, O o.

Introduction

- The class plays the *Buzz* game with the words *at, it, a*.
- The class sings the *Letter O* chant.

Development of the lesson

- The teacher introduces the letters O o and the letter sound /o/.
- The pupils identify that the letter o makes the sound /o/.
- The teacher models how to write the letter O and o.
- The pupils sing the *Letter O* chant.
- Using the pictures or real objects, the teacher introduces the words: *potatoes* and *tomatoes*.
- The pupils explain what the words mean.
- The teacher models the dialogue: *What are these? These are potatoes. These are tomatoes.*
- The class practises the dialogue.
- In pairs, the pupils practise the dialogue.
- The teacher invites a boy and a girl to the front to model the dialogue.
- The teacher repeats the activity with the words: *peas* and *carrots*

Additional activity

The class plays the game *Fastest finger*. The teacher calls out a name and pupils have to point at the picture as quickly as possible.

Assessment

The teacher points at the pictures of *carrots, potatoes* and *tomatoes* and asks the class: *What are these?*

Homework

The pupils teach the words *carrots, potatoes* and *tomatoes* to a family member.

Lesson 3

What is this? This is...

Learning objectives

- List words for food items (knowledge and understanding).
- Identify food items by their names and pictures (skills).
- Recognise and produce letter names and sounds (skills).

Materials

Pictures of foods.
Pupil's Daily Reader, unit 5, page 24.

Teaching tip

Hold your finger up high for all to see when showing pupils how to write a letter in the air with their fingers. Face the board and encourage the pupils to follow as you write in the air.

Key content

What is this? This is..., apple, mango, orange, onion, a and an.

Introduction

- The class plays the *Buzz* game with the words *at, it, a*.
- The class sings the *Letter O* chant.
- The class plays the game *Point at* with *potatoes, beans, carrots and tomatoes*.

Development of the lesson

- Using pictures or real objects, the teacher introduces the words: *orange, apple, mango*.
- The pupils repeat the names.
- The teacher models the dialogue: *What is this? This is an apple. This is an orange. This is a mango.*
- The class practises the dialogue.
- In pairs, the pupils practise the dialogue.
- The teacher invites a boy and a girl to the front to model the dialogue.
- The teacher repeats the activity with the word: *onion*.

Additional activity

The class play the game *Fastest finger*. The teacher calls out a name and pupils have to point at the picture as quickly as possible. Pupil's daily reader, unit 5, page 24.

Assessment

The teacher points at the pictures of the *orange and onion* on the board and asks the pupils: *What is this? This is....*

Homework

The pupils teach the words *orange and onion* to a family member.

Lesson 4

What do you like?

Learning objectives

- List words for food items (knowledge and understanding).
- Express likes in relation to foods (skills).
- Recognise and produce letter names and sounds (skills).

Materials

Pictures of foods.

Teaching tip

The /n/ sound is found in the words *not, new* and *nuts*.

Key content

What do you like?

I like

N n, In, on, it.

Introduction

- The class plays the *Buzz* game with the words *at, it, a*.
- The class plays the game *Point at* using the food items learned in previous lessons.
- The class sings the *Letter O* chant while tracing the letter o in the air.

Development of the lesson

- The teacher writes the sight words *in, on and it* on the board.
- The teacher explains the meaning of the words.
- The pupils read and say the sight words.
- The teacher introduces the letter N n and the letter sound /n/.
- The pupils identify that the letter n makes the sound /n/.
- The pupils sing the *Letter N* chant.
- The teacher introduces the game *Elastic word* using *not* and *tot*.
- The teacher models the dialogue: *What do you like? I like beans.*
- The class practises the dialogue.
- In pairs, the pupils practise the dialogue naming foods they like.
- The teacher invites a boy and a girl to the front to model the dialogue.
- The class plays the game *Fastest finger*. The teacher calls out the name of a food and pupils have to point at the picture as quickly as possible.

Additional activity

- The teacher writes on the board the words: *beans, orange* and *bananas* on the board.
- The pupils identify the letter n in the words.

Assessment

The teacher asks the class: *What do you like?* Pupils draw a picture of a food they like and say *I like...*

Homework

The pupils practise the dialogue: *What do you like? I like beans.*

Lesson 6 > What foods don't you like?

Learning objectives

- List words for food items (knowledge and understanding).
- Express dislikes in relation to foods (skills).

Materials

Pictures of foods.

Pupil's Daily Reader, unit 5, page 24.

Teaching tip

When teaching this lesson, emphasise to the pupils that everyone has different likes and dislikes and that we must respect people's likes and dislikes, even if they are different to our own.

Key content

What food don't you like?

I don't like.

Pineapple and melon.

Introduction

The class names the food items they know in the daily reader on page 24.

Development of the lesson

- Using pictures, the teacher introduces the words: pineapple and melon.
- The teacher reviews the dialogue: *What do you like? I like ...*
- The teacher invites a boy and a girl to the front of the class to model the dialogue.
- The teacher models the dialogue: *What don't you like. I don't like ...*
- The class repeats the dialogue.

- In pairs, the pupils practise the dialogue, naming food they don't like.
- The teacher invites a boy and a girl to the front to model the dialogue.
- The teacher asks the class: *What foods don't you like?* The pupils draw a picture of a food item they don't like and say: *I don't like ...*

Additional activities

In pairs, the pupils look at their daily reader, page 24, and name a food they like and a food they don't like.

Assessment

The teacher asks the class: *What foods don't you like?* The pupils answer saying: *I don't like ...*

Homework

The pupils teach their family member: *What foods don't you like? I don't like ...*

Lesson 6 What is your favourite food?

Learning objectives

- List words for food items (knowledge and understanding).
- Express likes and dislikes in relation to foods (skills).
- Recognise and produce letter names and sounds (skills).

Teaching tip

Try to incorporate healthy eating messages in your lessons. Advise pupils that eating fruit and vegetables is good for them. Explain that potatoes and rice give them energy to learn.

Key content

Favourite, in, on, it, N n.

Materials

Picture of food items.

Introduction

- The class plays the *Buzz* game with the words *in, on, it*.
- The class plays the game *Point at* using the food items learned in previous lessons.
- The class sings the *Letter N* chant while tracing the letter n in the air.

Development of the lesson

- The teacher asks the class: *What food do you like?*
- The pupils answer the question.
- The teacher explains the meaning of the word: *favourite*.
- The teacher models the dialogue: *What is your favourite food? My favourite food is...*
- The class practises the dialogue.
- The teacher invites a boy and a girl to the front of the class.
- The teacher asks the boy and the girl: *What is your favourite food?*
- The boy and girl answer using: *My favourite food is...*
- The teacher invites another boy and girl to the front.
- In pairs, the pupils practise the dialogue: *What is your favourite food? My favourite food is...*
- The class plays the game *Say and point, point and say* using food learned so far.

Additional activity

In groups, the pupils play the *Leader* game, the leader asks each pupil: *What is your favourite food?* The pupils answer: *My favourite food is*

Assessment

The teacher asks the class *What is your favourite food?* The pupils draw a picture of their favourite food saying: *My favourite food is...*

Homework

The pupils practise the dialogue: *What is your favourite food?* with a family member.

Lesson 7 Class survey: What food do you like?

Learning objectives

- List words for food items (knowledge and understanding).
- Express their likes and dislikes in relation to food (skills).

Teaching tip

Playing games with sounds prepares pupils for reading. Play games where pupils put sounds together to make words or stretch the sounds in words.

Materials

Picture of food items.

Key content

What food do you like?

Introduction

- The class plays the *Buzz* game with the words *in, on, it*.
- The teacher points to different foods.
- The pupils identify the correct names.
- The class sings the *Letter N* chant while tracing the letter n in the air.

Development of the lesson

- The teacher introduces the words: *avocado* and *bread*.
- The pupils explain what the words mean.
- The teacher models the dialogue: *What is this? This is an avocado. This is bread.*
- The teacher reviews the meaning of the word: *favourite*.
- The teacher draws pictures of: *potatoes, beans, rice, avocado* and *bananas* on the blackboard.
- The pupils identify the pictures and name the food.
- The teacher explains that each pupil is going to vote for his or her favourite food.
- The teacher invites groups of five to come to the front and place an x under their favourite food.
- The teacher repeats the activity until the entire class has voted.
- The whole class counts the votes.
- In pairs, the pupils practise the dialogue.
- The teacher announces the winner.
- The teacher explains the meaning of the word *our*.
- The teacher models the phrase: *Today, ... is our favourite food.*
- The pupils repeat the phrase.

Additional activity

The class play game *Fastest finger*. The teacher calls out a name and pupils have to point at the picture as quickly as possible.

Assessment

The teacher asks the class *What is our favourite food today?* The pupils draw a picture of today's favourite food, saying: *Our favourite food is...*

Homework

The pupils practise the dialogue: *What is your favourite food?* with a family member.

Lesson 8 Class survey: What is your favourite food?

Learning objectives

- Recognize the use of present simple tense (knowledge and understanding).
- Express their likes and dislikes in relation to food (skills).

Teaching tip

Circulate and help pupils as they work in pairs.

Key content

What is your favourite food?
My favourite food is ...

Materials

Pictures of food.

Introduction

- The class plays the *Buzz* game with the words *in, on it*.
- The teacher points to different foods.
- The pupils identify the correct names.
- The class sings the *Letter N* chant while tracing the letter n in the air.

Development of the lesson

- The teacher writes on the board the sight words: *is, it, no* on the board
- The pupils read the sight words.
- The class plays the *Buzz* game.
- The teacher reviews the meaning of the word: *favourite*.
- The teacher draws on the board pictures of: *oranges, onions, bananas, tomatoes and peas*.
- The pupils identify the pictures and name the food.
- The teacher explains that each pupil is going to vote for his or her favourite food.
- In pairs, the pupils discuss what their favourite food is.
- The teacher invites groups of five to come to the front and place an x under their favourite food.
- Repeat the activity until the entire class has voted.
- The whole class counts the votes.
- The teacher announces the winner.
- The teacher explains the meaning of the word *our*.
- The teacher models the phrase: *Today, ... is our favourite food*.
- The pupils repeats the phrase.

Additional activity

The class play game *Fastest finger*. The teacher calls out a name and pupils have to point at the picture as quickly as possible.

Assessment

The teacher asks the class *What is our favourite food today?* Pupils draw a picture of today's favourite food, saying: *our favourite food is*.

Homework

The pupils practise the dialogue: *What is your favourite food?* with a family member.

Lesson 9 Do you like...? I don't like...

Learning objectives

- Recognize the use of present simple tense (knowledge and understanding).
- Express their likes and dislikes in relation to food (skills).

Materials

Pictures of food.

Key content

Do you like...?
I don't like...
is , no it , E e

Introduction

- The class plays the *Buzz* game with the words *on, a and at*.
- In pairs, the pupils play the game *Point at* with foods.

Development of the lesson

- The teacher writes the sight words *is* and *no* on the board.
- The teacher explains the meaning of the words.
- The pupils read and say the sight words.
- The teacher introduces the letter *E e* and the letter sound /e/.
- The pupils identify that the letter *e* makes the sound /e/.
- The pupils sing the *Letter E* chant.
- The teacher writes on the board the words *beans, peas* and *potatoes*.
- The pupils identify the letter *e* in the words.
- The teacher introduces the game *Elastic word* using *pet* and *pen*.
- The teacher models the dialogue: *Do you like? I don't like ...*
- The class practises the dialogue.

Additional activity

The class play game *Fastest finger*. The teacher calls out a name and pupils have to point at the picture as quickly as possible.

Assessment

In pairs, the pupils look at their daily reader page 24 and name a food they like and a food they don't like.

Homework

The pupils teach the dialogue: *Do you like? I don't like to a family member*.

Lesson 10 What does he like? What does she like?

Learning objectives

- Recognise the use of present simple tense (knowledge and understanding).
- Express their likes and dislikes in relation to food (skills).

Materials

Examples of different foods.
Pupil's daily reader, unit 5, page 24.

Key content

What does she like?
What does he like?
is, no it, E e

Introduction

- The class plays the *Buzz* game with the words *is, no, it*.
- The class sings the *Letter E* chant.
- In pairs, the pupils play the game *Point at* with foods.

Development of the lesson

- The teacher models the dialogue: *What does she like? She likes... What does he like? He likes..*
- The class practises the dialogue.
- The teacher invites a boy and a girl to the front to model the dialogue. The boy and girl name a food they like.
- The teacher asks the class *What does she like? She likes... What does he like? He likes..*
- The pupils answer *He likes... She likes...*

- The pupils play the *Leader Game* with the leader asking: *What does she like? She likes...*

Additional activity

- The class play the game *Fastest finger*. The teacher calls out a name and pupils have to point at the picture as quickly as possible.

Assessment

- The teacher invites a boy and a girl to the front of the class. The boy and girl say a food they like.
- The class draw the food and say *She likes.... He likes...*

Homework

The pupils teach the dialogue: *What does she like? She likes...* to a family member.

Lesson 11 Review: What is this? What are these?

Learning objectives

- List words for food items (knowledge and understanding).
- Express their likes and dislikes in relation to food (skills).

Materials

Pupil's Daily Reader, unit 5, page 24.

Teaching tip

The /r/ consonant sound is one of the tougher sounds to make in English. Examples of the R sound are run, rob, rib.

Key content

What is this?
What are these
R r
At
Is

Introduction

- The class plays the *Buzz game* with the words *in*, *no* and *it*.
- The class sings *The Alphabet Song*.
- In pairs, the pupils play the game *Point at* with colours.

Development of the lesson

- The teacher writes the sight words *at* and *is* on the board.
- The teacher explains the meaning of the words.
- The pupils read and say the sight words.
- The teacher introduces the letter R r and the letter sound /r/.
- The pupils identify that the letter r makes the sound /r/.
- The pupils sing the Letter R chant.
- The teacher introduces the game *Elastic word* using *rip*, *rat*, and *run*.
- The pupils open their daily readers and identify the foods.
- In pairs, the pupils practise: *What is this? What are these?*
- The teacher invites pupils to come to the front of the class and model the dialogue.
- The teacher writes on the board the words: *rice bread* and *orange* on the board.
- The pupils identify the letter r in the words.

Additional activity

The class play game *Fastest finger*. The teacher calls out a name and pupils have to point at the picture as quickly as possible.

Assessment

The teacher points to the pictures and asks the class: *What are these? What is this?*

Homework

The pupils teach the *Letter R Chant* to a family member.

Lesson 12 > What do they like?

Learning objectives

- List words for food items (knowledge and understanding).
- Express their likes and dislikes in relation to food (skills).

Materials

Counting song.

Teaching tip

These are good ways to teach sight words:

See and Say – pupil sees the word on the board and says the word.

Spell Reading – pupil says the word and spells out the letters, then reads the word again.

Arm Tapping – pupil says the word and then spells out the letters while tapping them on his arm, then reads the word again.

Air Writing – pupil writes the letters in the air in front of the flashcard.

Table Writing – pupil writes the letters on a table, first looking at and then not looking at the flashcard.

Key content

In
On
No

Introduction

- The class plays the *Buzz* game with the words *in*, *no* and *it*.
- The class sings *The Alphabet Song*.
- In pairs, the pupils play the game *Point at* with colours.

Development of the lesson

- The teacher introduces the letter R r and the letter sound /r/.
- The pupils identify that the letter r makes the sound /r/.
- The teacher models how to write the letters R and r.
- The pupils sing the *Letter R* chant while writing the letter.
- The teacher introduces the game *Elastic word* using *rip*, *rat*, and *run*.
- The pupils open their Daily Readers and identify the foods.
- The teacher asks pupils to raise their hands if they like bananas.
- The teacher then points at the pupils and says: *They like bananas*.
- The teacher repeats the activity using: *beans*, *tomatoes*, *carrots* etc.
- The teacher models the dialogue: *What do they like ? They like*
- The class practises the dialogue.
- The teacher invites a boy and a girl to the front to model the dialogue. The boy and girl say a food they like.
- The teacher asks the class: *What do they like?*
- The pupils answer: *They like ...*
- The pupils play the *Leader* game with the leader asking: *What does she like? She likes...*
- In pairs, the pupils practise *Do you like?*
- The teacher invites pupils to come to the front of the class and model the dialogue.

Additional activity

The class play the game *Fastest finger*. The teacher calls out a name and pupils have to point at the picture as quickly as possible.

Assessment

The teacher points to the pictures and asks the class: *What are these? What is this?*

Homework

The pupils show the food in their Daily Reader to a family member.

Lesson 13 Numbers 20 to 30

Learning objectives

- Identify the numbers 20 to 30 (knowledge and understanding).
- Talk about the number of objects (skills).

Materials

Bottle tops, stones or counters.

Teaching tip

Use real objects to teach the numbers. Give the pupils opportunities to write the numbers.

Key content

Numbers twenty to thirty.

Introduction

- The class plays the *Buzz* game with the numbers one to twenty.
- The pupils sing *The Number Song*.

Development of the lesson

- The teacher writes the numbers twenty to thirty on the board.
- The teacher reads the numbers with the pupils backwards and forwards.
- The teacher introduces the numbers twenty to thirty using real objects.
- The pupils count the objects.
- The pupils identify some examples of the numbers twenty to thirty in the classroom and in the environment.
- The class sings *The Number Song* from one to thirty.
- The pupils make examples of twenty to thirty using stones or bottle tops.
- The teacher invites a boy and a girl to come to the front of the class to play the game: *How many ... do you have?*
- The teacher asks the boy and girl: *How many stones do you have?*
- The boy and girl answer *I have...*
- In pairs, the pupils play the game: *How many stones do you have?*
- The class plays the game *Make the number*. The teacher says a number.
- The pupils make examples of the number using real objects.

Additional activities

The class plays the *Fastest finger* game. The teacher calls out a number and the pupils have to point at the number as quickly as possible.

Assessment

The teacher says the numbers from twenty to thirty. The pupils make examples of the number, write the number in figures and then say the number.

Homework

The pupils count from one to thirty with their families.

Lesson 14 Numbers 30 to 40

Learning objectives

- Identify the numbers 30 to 40 (knowledge and understanding).
- Talk about the number of objects (skills).

Materials

Bottle tops, stones or counters.

Teaching tip

Write the numbers on the board at the beginning of the lesson.

Key content

Numbers thirty to forty.

Introduction

- The class plays the *Buzz* game with the numbers twenty to thirty.
- The pupils sing *The Number Song*.

Development of the lesson

- The teacher writes the numbers thirty to forty on the board.
- The teacher reads the numbers with the pupils backwards and forwards.
- The teacher introduces the numbers thirty to forty using real objects.
- The pupils count the objects.
- The pupils identify some examples of the numbers thirty to forty in the classroom and in the environment.
- The class sings *The Number Song* from one to forty.
- The pupils make examples of thirty to forty using stones or bottle tops.
- The teacher invites a boy and a girl to come to the front of the class to play the game: *How many do you have?*
- The teacher asks the boy and girl: *How many stones do you have?*
- The boy and girl answer *I have...*
- In pairs, the pupils play the game: *How many stones do you have?*
- The class plays the game *Make the number*. The teacher says a number.
- The pupils make examples of the number using real objects.
- **Additional activities**
- The class plays the *Buzz* game with the teacher pointing at a number and the pupils have to point at the number as quickly as possible.

Assessment

The teacher says the numbers from one to forty. The pupils make examples of the number, write the number in figures and then say the number.

Homework

The pupils count from one to forty with their families.

Lesson 15 Numbers 40 to 50

Learning objectives

- Identify the numbers 40 to 50 (knowledge and understanding).
- Talk about the number of objects (skills).

Materials

Bottle tops, stones or counters.

Teaching tip

Use real objects to teach the numbers. Give the pupils opportunities to write the numbers.

Key content

Numbers forty to fifty.

Introduction

- The class plays the *Buzz* game with the numbers thirty to forty.
- The pupils sing *The Number Song*.
- The pupils identify examples of numbers from thirty to forty that they can see in the environment.

Development of the lesson

- The teacher writes the numbers forty to fifty on the board.
- The teacher reads the numbers with the pupils backwards and forwards.
- The teacher introduces the numbers forty to fifty using real objects.
- The pupils count the objects.
- The pupils identify examples of the numbers forty to fifty in the classroom and in the environment.

- The class sings *The Number Song* from one to fifty.
- The pupils make examples of the numbers from forty to fifty using stones or bottle tops.
- The teacher invites a boy and a girl to come to the front of the class to play the game: *How many.... do you have?*
- The teacher asks the boy and girl: *How many stones do you have?*
- The boy and girl answer *I have...*
- In pairs, the pupils play the game: *How many stones do you have?*
- The class plays the game *Make the number*. The teacher says a number.
- The pupils make examples of the number using real objects.

Additional activities

The pupils write the numbers 40 to 50 in their notebooks. The class play game *Fastest finger*. Teacher calls out a number and pupils have to point at the number as quickly as possible.

Assessment

The teacher says the numbers from forty to fifty. The pupils make examples of the number, write the number in figures and then say the number.

Homework

The pupils count from one to fifty with their families.

Unit 5: Likes and dislikes

Assessment Tasks

Invite pupils one by one to do the assessment.
The teacher asks the pupil the questions and notes how the pupil responds.

Assessment task 1: Identify the sound

Say the following words three times (do not show them to the pupil.) For each word, ask the pupil to say the beginning sound:

toe
bed
bag
boy
top

		
Did not say any sounds correctly.	Said 1 or 2 sounds correctly.	Said 3 or more sounds correctly.

Assessment task 2: Name foods

Using pictures of foods, the teacher asks the pupils *What is this? What are these?* The pupils must answer: *This is... These are...*

		
Did not answer any correctly.	Answered less than 3 correctly.	Answered 3 or more correctly.

Assessment task 3: Likes and dislikes (Foods)

Ask the pupil: *Do you like*
The pupil must answer: *I like or I don't like.*
Repeat this activity another three times.

		
Did not answer any question correctly.	Answered 1 or 2 questions correctly.	Answered 3 or more questions correctly.

UNIT 6: CLASSROOM OBJECTS AND PERSONAL BELONGINGS.

Key competence: To use language learnt in the context of classroom objects and personal belongings.

Topic area: Oral and Written Communication

Sub-topic area: Listening, speaking, reading, writing

Values: Respect other people's possessions.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Lesson name	Where is it? On and under	Where is it? next, to between	Where is it?	Where is the	How many?	Vowels
Key content	Where is the exercise book desk chair on under	Where is the... note book table pen behind in	Where is the... text book pencil bag run but	Where is the chalk ruler rubber	Where is the ... duster computer sharpener in up under	a e i o u
Language structures	Prepositions	Prepositions	Prepositions	Prepositions	Numbers	The Vowels

	Lesson 7	Lesson 8	Lesson 9	Assessment	Review
Lesson name	Vowels	Vowels	Whose book is this?	Assessment	Review
Key content	a e i o u	a e i o u	It is	Recognize words Name classroom objects Prepositions	Remediation teaching
Letters	A,e,j,o,u	d, t, r	Possesives		

Attitudes and Values: Respect other people's possessions.

Textbooks, exercise books and classroom resources are very expensive and hard to replace. It is important that pupils learn how to protect their books and share classroom resources. The following are guidelines for teaching and assessing the attitudes and values in this unit on classroom objects and personal belongings. Examples of learning and teaching activities are provided so teachers can identify when and how to promote and foster these attitudes and values as part of their lessons. Assessment criteria are also provided to enable teachers to assess pupils' attitudes accurately without bias or subjectivity.

Examples of teaching and learning activities

- The teacher acts as a role model, encouraging pupils to share their books, take turns and use classroom objects in role-plays and discussions.
- The pupils identify classroom resources and their personal possessions.
- The pupils listen, repeat and respond to the teacher's questions and instructions.
- The pupils use classroom objects in dialogues and role-plays.
- The pupils participate in pair and group activities.
- The pupils discuss personal possessions.
- The pupils share their personal resources and materials.
- The pupils listen to and practise following classroom instructions.

How to assess attitudes and values in this unit

Observation: Assessment Criteria

The teacher gathers information by watching pupils interacting, conversing, working, playing, etc. Observation is very important; it is used before the lesson begins and throughout the lesson as teachers continue observing every activity.

Observation Criteria	Achieving the standard very well	Achieving the standard	Achieving parts of the standard	Not yet achieving the standard
Keeps surroundings clean				
Asks to borrow a resource before taking it				
Can identify personal possessions and classmates' possessions				
Stores resources carefully in schoolbag				
Keeps books and materials clean				
Shares classroom resources with partner or group				
Does not grab resources; waits patiently for the teacher/class monitor to distribute resources				
Works cooperatively with partner, taking turns, listening and responding at appropriate times				
Puts resources away as instructed				

Learning objectives

- Recognise the use of prepositions of place (knowledge and understanding).
- Describe the position of objects (skills).
- Recognise key sound-letter relationships (skills).

Materials

Classroom objects: book, desk, chair, cupboard, and chalkboard.

A ball or an object to play the *Where is it?* game.

Pupil's Daily Reader, Unit 6, page 25.

Teaching tip

The letter K is an “unvoiced” sound of the alphabet. In this lesson the letter K makes the same sound as the letter C. Examples of this sounds are: kid, kick and keep.

Key content

K k

On

Under

Introduction

- The class sings *The Alphabet Song*.
- The teacher reviews the names of food items taught in the previous unit.
- The class plays the *Buzz* game with the words *at, in, on, no, I*.

Development of the lesson

- The teacher introduces the letter K k and the letter sound /k/.
- The pupils identify that the letter k makes the sound /k/.
- The teacher models how to write the letter K and k.
- The pupils sing the *Letter K* chant.
- The teacher reviews classroom objects: *exercise book, desk, chair*.
- The class plays the game *Say and point* using *This is or That is*.
- Using a ball, the teacher demonstrates the meaning of the word *on* and *under*: *The ball is on the desk. The ball is under the desk.*
- The pupils say and repeat the phrases.
- The class plays game *Where is it?* The teacher places a ball on the table and asks the pupils: *Where is it?*
- The pupils answer: *It is on the table.*
- The teacher repeats the activity using *under*.
- In groups, the pupils play the game *Where is it?* using their pens.
- The teacher invites a boy and a girl to the front of the classroom to demonstrate the meaning of the words *on* and *under*.

Additional activity

The pupils open their Daily Reader and find the pictures that demonstrates the word *under*.

Assessment

The teacher places a ball on the table. The pupils identify where it is.

The teacher places a ball under the table. The pupils identify where it is.

Homework

The pupils play the *Where is it?* with their family members.

Learning objectives

- Recognise the use of the prepositions of place (knowledge and understanding).
- Describe the position of objects (skills).
- Recognise key sound-letter relationships (skills).

Key content

K k
On
Next to
Between

Materials

Classroom objects: book, desk, chair, cupboard, and chalkboard.

A ball or an object to play the *Where is it?* game.

Pupil's Daily Reader, Unit 6, page 25.

Introduction

- The class sings the *Letter K* chant.
- The class plays the *Buzz* game with the words *a, on, no, I, in*.

Development of the lesson

- The teacher reviews the letter K k and the letter sound /k/.
- The pupils identify that the letter k makes the sound /k/.
- The teacher models how to write the letter K and k.
- The pupils sing the *Letter K* chant.
- The teacher reviews classroom objects: *book, desk* and *chair*.
- The class plays the game *Say and point* using *This is or That is*.
- Using a ball, the teacher demonstrates the meaning of the word *between* and *next to*: *The ball is between the desks. The ball is next to the desk.*
- The pupils say and repeat the words.
- The class play game *Where is it?* The teacher places a ball next to the table and asks the pupils: *Where is it?*
- The pupils answer: *The ball is next to the desk.*
- The teacher repeats the activity using *between*.
- In groups, the pupils play the game *Where is it?* using their pens.
- The teacher invites a boy and a girl to the front of the classroom to demonstrate the meaning of the words *between* and *next to*.

Additional activity

The pupils open their Daily Reader and find the pictures that demonstrates the words *between* and *next to*.

Assessment

The teacher places a ball next to the table. The pupils identify where it is.

The teacher places a ball between two books. The pupils identify where it is.

Homework

The pupils play the *Where is it?* with their family members.

Lesson 3

Where is it? In front of, behind.

Learning objectives

- Recognise the use of prepositions of place (knowledge and understanding).
- Recognize key sound- letter relationships (skills).
- Describe position of objects (skills).

Materials

Pupil's Daily Reader, Unit 6.

A ball or object for the *Where is it* game.

Teaching tip

Always praise correct answers and good effort. Remember! Mistakes are excellent learning tools. Encourage pupils to try again.

Key content

book, bag, pencil, in front of, behind, in, Kk

Introduction

- The class plays the *Buzz* game with the words: *on, in, at, on, a, I*.
- The pupils sing the *letter K* chant.
- The pupils write the letters *K* and *k*.

Development of the lesson

- The teacher reviews classroom objects: *book, pencil, bag*.
- The class plays the *Point at* game.
- The teacher reviews classroom objects: *exercise book, desk, chair*.
- The class plays the game *Show me* using *This is* or *That is*.
- Using a ball, the teacher demonstrates the meaning of the words *behind* and *in front of*: *The ball is in the bag. The ball is behind the desk. The ball is in front of the desk.*
- The pupils say and repeat the phrases.
- The class play game *Where is it?* The teacher places a ball behind the table and asks the pupils: *Where is it?*
- The pupils answer: *The ball is behind the table.*
- The teacher repeats the activity using *in front of* and *in*.
- In groups, the pupils play the game *Where is it?* using their pens.
- The teacher invites a boy and a girl to the front of the classroom to demonstrate the meaning of the words *behind* and *in front of*.

Additional activity

The pupils open their Daily Reader and find the pictures that demonstrates the words *behind* and *in front of*.

Assessment

The teacher places a ball in front of the table. The pupils identify where it is.

The teacher places a ball behind the table. The pupils identify where it is.

Homework

The pupils play the *Where is it?* with their family members.

Lesson 4 Where is it?

Learning objectives

- Recognise the use of prepositions of place (knowledge and understanding).
- Recognise and produce sounds, recognize letters key sound- letter relationships (skills).
- Describe position of objects (skills).

Materials

Classroom objects: chalk, ruler, rubber
Pupil's Daily Reader, Unit 6, page 25.

Teaching tip

Letter U is the fifth and last vowel of the English alphabet. To get an example of how short /u/ should sound, here are some example words: *up, cup, dust*.

Key content

Chalk, rubber, ruler, prepositions, U u.

Introduction

- The class plays the *Buzz* game with the words *a, in, it, I and on*.
- The class sings the *Letter K* chant.

Development of the lesson

- The teacher introduces the letter U u and the letter sound /u/.
- The pupils identify that the letter u makes the sound /u/.
- The teacher models how to write the letter U and u.
- The pupils sing the *Letter U* chant while writing the letter.
- The teacher introduces the *Elastic word* game using *up, run* and *nut*.
- The pupils identify the sounds in the words.
- Teacher writes the words on the board.
- The pupils identify the letter u in the words.
- The teacher reviews classroom objects: *chalk, rubber, ruler*.
- In groups, the pupils play the game *Where is it?* using their pens.
- The teacher invites a boy and a girl to the front of the classroom to demonstrate a preposition learned this week.

Additional activity

- The class play game *Fastest finger*. The teacher calls out a preposition and the pupils have to point at the picture as quickly as possible.
- The teacher points to the pictures and asks the class: *Where is John?*

Assessment

The teacher points to a preposition in their Daily Reader. The pupils identify the preposition describing where the boy or girl is in the picture.

Homework

The pupils play the game *Fastest finger* with a family member.

Lesson 5 How many?

Learning objectives

- Identify words for classroom objects (knowledge and understanding).
- Recognize letters and recognize key sound- letter relationships (skills).
- Describe position of objects (skills).

Materials

Classroom objects: duster, sharpener, ruler

Introduction

- The class sings the *Letter U* chant.
- The class plays the *Buzz* game with the words *a, on, no, I, in, it, is, at*.
- The pupils sing the *number song*.

Development of the lesson

- The teacher reviews the letter U u and the letter sound /u/.
- The pupils identify that the letter u makes the sound /u/.
- The teacher models how to write the letter U and u.
- The pupils sing the *Letter U* chant.
- The teacher reviews classroom objects: *duster, sharpener, ruler*.
- The class plays the game *Say and point* using *This is* or *That is*.
- The teacher models the dialogue: *How many pens are there? There are five pens*.
- The pupils say and repeat the dialogue.
- The pupils count the pens.
- The teacher holds up a number of pens and ask the class. *How many pens are there?*
- The pupils answer using: *There are....*
- The teacher repeats the activity.
- In groups, the pupils point the *How many?* game using their fingers.

Additional activity

The class plays the game *Guess my number*.

Assessment

The teacher holds up a number of pens. The pupils identify how many pens there are using: *There are*.

Homework

The pupils play the *How many?* game with a family member.

Lesson 6

Vowels: a, e, i, o, u

Learning objectives

- Identify words for classroom objects (knowledge and understanding).
- Recognise key sound-letter relationships (skills).

Materials

Classroom objects.

Teaching tip

Short vowel sounds refer to the /a/, /e/, /i/, /o/, and /u/ sounds in the words hat, net, hit, hot, and hut.

Key content

Vowels

Introduction

- The class plays the *Buzz* game with the words *in, no* and *it*.
- The class sings *The Alphabet Song*.
- In pairs, the pupils play the game *Point at* with classroom objects.

Development of the lesson

- The teacher writes the vowels a, e, i, o, u.
- The pupils read and say the letter names while the teacher points at the letters.
- The teacher says the letter sounds.
- The pupils read and say the letter sounds while the teacher points at the letters.
- The pupils write the vowels.
- The teacher introduces and sings the *Vowel Song*.

- The pupils sing the *Vowel Song* while pointing to the letters in their notebook.
- The class plays the game *Fastest finger*. The teacher calls out a vowel sound and the pupils have to point at the correct vowel as quickly as possible.

Assessment

The teacher says the vowel names. The pupils write the vowel.
The teacher says the vowel sounds. The pupils write the vowels.

Homework

The pupils teach the vowels to a family member.

Lesson 7 > Vowels

Learning objectives

- Identify words for classroom objects (knowledge and understanding).
- Recognize letters and recognize key sound-letter relationships (skills).

Materials

Classroom objects: duster, sharpener, ruler

Key content

How many?
The vowels: a, e, i, o, u.

Introduction

- The teacher writes the vowels a, e, i, o, u.
- The pupils read and say the letter names while the teacher points at the letters.
- The teacher says the letter sounds.
- The pupils read and say the letter sounds while the teacher points at the letters.
- The pupils write the vowels.
- The pupils sing the *Vowel Song*.

Development of the lesson

- The teacher reviews classroom objects.
- The class plays the game *Show me* using *This is* or *That is*.
- Teacher model the dialogue: *How many books are there? There are five books.*
- The pupils say and repeat the dialogue.
- The pupils count the books.
- The teacher holds up a number of books and asks the class: *How many books are there?*
- The pupils answer using: *There are....*
- The teacher repeats the activity.
- In groups, the pupils play the *How many?* game using their fingers.

Additional activity

The class plays the game *Guess my number*.

Assessment

The teacher holds up a number of books. The pupils identify how many books there are using: *There are.*

Homework

The pupils play the *How many?* game with a family member.

Lesson 8 Vowels: a, e, i, o, u

Learning objectives

- Identify words for classroom objects (knowledge and understanding).
- Recognise key sound-letter relationships (skills).

Materials

Classroom objects.
Pupil's Daily Reader, Unit 6.

Key content

Vowels

Introduction

- The class plays the *Buzz* game with the words *in*, *no* and *it*.
- The class sings the *Vowel Song*.
- In pairs, the pupils play the game *Point at* with classroom objects.

Development of the lesson

- The teacher writes the vowels a, e, i, o, u.
- The pupils read and say the letter names while the teacher points at the letters.
- The teacher says the letter sounds.
- The pupils read and say the letter sounds while the teacher points at the letters.
- The pupils write the vowels.
- The teacher introduces the *What vowel do you hear?* game.
- The teacher says the word *pit* and stretches the word to say each sound p...i...t.
- The pupils identify what vowel is in the middle of the word.
- The teacher writes the vowel i on the board.
- The pupils write the word and say the letter name and the letter sound.
- Repeat the activity with the words: *pat*, *put*, *pot* and *pet*.

Assessment

- The teacher says the vowel names. The pupils write the vowel.
- The teacher says the vowel sounds. The pupils write the vowels.

Homework

The pupils teach the vowels to a family member.

Lesson 9 Whose book is this?

Learning objectives

- Recognise the use of possessive with names (knowledge and understanding).
- Say who something belongs to (skills).

Materials

Classroom objects

Key content

Whose pen is this?
It's Mutesi's.

Introduction

- The teacher reviews prepositions using the *Where is it?* game.
- The class sings the *Vowel Song*.

Development of the lesson

- The teacher introduces the question and answer: *Whose pen is this? It's Mutesi's.*
- The pupils say and repeat the dialogue.

- The teacher picks up pupils' books and asks the class: *Whose book is this?*
- The pupils identify who owns the book.
- The teacher invites a boy and a girl to the front of the class to model the dialogue
- In groups, the pupils practise the dialogue.
- In pairs, the pupils practise the dialogue.
- The teacher invites a boy and a girl to the front of the class to model the dialogue
- The teacher introduces the question and answer: *Whose pen is this? This is Felix's pen.*
- The pupils say and repeat the dialogue.
- The teacher picks up pupils' books and asks the class: *Whose book is this?*
- The pupils identify who owns the book.
- The teacher invites a boy and a girl to the front of the class to model the dialogue
- In groups, the pupils practise the dialogue.
- In pairs, the pupils practise the dialogue.

Additional activities

- The class plays the *Memory game*. The teacher puts five classroom objects on the table. The pupils identify the objects.
- The teacher asks the pupils to close their eyes and the teacher removes an object. The pupils open their eyes and identify what the missing object is.

Assessment

The teacher holds up some objects and asks the class *Whose is this?* The pupils identify who owns the book.

Homework

The pupils play the *Whose is this?* game with a family member.

Unit 6: Classroom objects and personal belongings

Assessment Tasks

Invite pupils one by one to do the assessment.
The teacher asks the pupil the questions and notes how the pupil responds.

Assessment task 1: Recognize sight words.

Point at the words below and ask the pupil to read them

on in a at no

☹	😊	☺
Did not read any words correctly.	Read 1 or 2 words correctly.	Read 3 or more words correctly.

Assessment task 2: Name the classroom objects

Using the Daily Reader the teacher asks the pupils *What is this?* The pupils must answer: *This is... These are...*

☹	😊	☺
Did not answer any correctly.	Answered fewer than 3 correctly.	Answered 3 or more correctly.

Assessment task 3: Where is it?

The teacher places a ball (or object) *on the table, under the table, in front of the table. behind the table and between two books.*

The teacher asks the pupil: *Where is it?*

The pupil must explain using prepositions.

☹	😊	☺
Did not answer any questions correctly.	Answered 2 questions correctly.	Answered 3 or more questions correctly.

UNIT 7: HOME

Key competence: To use language learnt in the context of home.
Topic area: Oral and Written Communication
Sub-topic area: Listening, speaking, reading, writing

Values: Respect other people's property.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Lesson name	I live	Where do you live?	How many rooms are there?	How many rooms are there?	My house	Lesson 6 My house
Key content	I live	Where do you live? Washroom Living room Bedroom	How many rooms are there? Washroom Living room Bedroom	How many rooms are there? Washroom Living room Bedroom	Washroom Living room Bedroom	Washroom Living room Bedroom
Language structures	Present simple tense	Present simple tense:	Numbers	Present simple tense		

	Lesson 7	Lesson 8	Lesson 9	Assessment	Review
Lesson name	Household objects	Household objects	Household objects	Household objects	Review
Key content	Bed, chair, table, knife, fork	Spoon, cup, plate, pot	Spoon, cup, plate, pot	Spoon, cup, plate, pot	Remediation teaching
Language structures	Prepositions	Prepositions	Prepositions	Prepositions	

Attitudes and Values: Respect other people's property.

Personal property typically has personal value and/or meaning to its owner. While young children may value their own possessions, they need to learn to give similar value to the personal property of others. In the context of teaching pupils to share with their classmates, it is important that they learn how to protect the property of others. The following are guidelines for teaching and assessing the attitudes and values in this unit, specifically, respect for other people's property. Examples of learning and teaching activities are provided so that teachers can identify when and how to promote and foster these attitudes and values as part of their lessons. Assessment criteria are also provided to enable the teacher to assess pupils' attitudes accurately without bias or subjectivity.

Examples of Teaching and Learning Activities

- The teacher acts as a role model encouraging pupils to share their books and other property in role-plays and discussions, taking care to protect the property of their classmates.
- The teacher encourages the pupils to keep their materials clean and to be sure to keep any borrowed materials from other pupils clean, as well.
- The pupils exchange personal property for dialogues and role-plays.
- The pupils discuss personal possessions and why they are important.
- The pupils share their personal resources and materials.

How To Assess Attitudes And Values In This Unit

Observation: Assessment Criteria

Through observation, the teacher gathers information by watching pupils interacting, conversing, working, playing etc. Observation is very important because it is used before the lesson begins and throughout the lesson, with the teacher continuing to observe each and every activity.

Observation criteria	Achieving the standard very well	Achieving the standard	Achieving parts of the standard	Not yet achieving the standard
The pupil ...				
Keeps their personal property clean				
Stores their resources carefully in their bag				
Keeps her/his books and materials clean				
Shares personal property with their partner or group				
Treats property borrowed from classmates as if it was her/his own.				
Returns borrowed personal property to its owner				

Lesson 1 I live ...**Learning objectives**

- Recognise the use of the present simple tense (knowledge and understanding).
- Say where you live (skills).
- Recognise key sound-letter relationships (skills).

Teaching tip

Encourage parents to help their pupils know where they live. If they get lost they will know what to say.

Key content

Where do you live?

I live in...

S s

Introduction

- The teacher write the vowels a, e, i, o, u on the board.
- The class sings the *Vowel Song*.

Development of the lesson

- The teacher introduces the letter S s and the letter sound /s/.
- The pupils identify that the letter s makes the sound /s/.
- The teacher models how to write the letters S and s
- The pupils sing the *Letter S* chant while writing the letter.
- The teacher introduces the game *Elastic word* using *sip*, *sat*, and *sun*.
- The teacher tells pupils when they hear a word that begins with the sound /s/ they should clap their hands once.
- The teacher says the following words slowly, each time checking to see that the pupils are clapping their hands if the word begins with the sound /s/ *soap*, *bag*, *Sam*, *seed*, *cat*, *sat*, *sad*, *mat*
- The teacher reviews the phrase: *What is your name?*
- The pupils answer the teacher.
- The teacher explains the meaning of the word: *home*.
- The teacher introduces the dialogue: *Where do you live? I live in...*
- The class practises the dialogue.
- In pairs, the pupils practise the dialogue.
- The teacher invites a boy and a girl to the front of the class to model the dialogue.
- The teacher asks pupils to change roles after five minutes.

Additional activity

The pupils play the *Clap, clap* game, asking and answering the question: *Where do you live? I live in...*

Assessment

The teacher asks: *Where do you live?* The pupils answer *I live in...*

Homework

The pupils practise the dialogue: *Where do you live?*

Lesson 2 Where do you live?

Learning objectives

- Recognise the use of the present simple tense (knowledge and understanding).
- Say where you live (skills).
- Recognise key sound-letter relationships (skills).

Teaching tip

Always praise correct answers and good effort. Remember! Mistakes are excellent learning tools. Encourage pupils to try again.

Key content

Where do you live?
I live in...

Introduction

- The class sings the *vowel song*.
- The teacher writes on the board the words: *sun, sit* and *sat*.
- The pupils identify the letter *s* in the words.

Development of the lesson

- The class plays the *Do this if you hear* game with the sound /s/ in each word: *skirt, tin, mat, soap, sun, goat, pen, dad, and snake*.
- The pupils write the letter *s* while singing the *Letter S* chant.
- The teacher reviews the dialogue: *Where do you live? I live in...*
- The class practises the dialogue.
- In pairs, the pupils practise the dialogue.
- The teacher invites a boy and a girl to the front of the class to model the dialogue.

Additional activity

- The class plays the *Buzz* game with the words *in, no* and *it*.

Assessment

- The teacher says the /s/ sound and the pupils write the letter.
- The teacher says the /t/ sound and the pupils write the letter.
- The teacher says the letter name *s* and the pupils say the sound /s/.
- The teacher says the letter name *t* and pupils make the sound /t/.
- The teacher asks: *Where do you live?* The pupils answer *I live in...*

Homework

The pupils teach their family members the letter *s* and the sound /s/. The pupils sing the *Letter s* chant for their families.

Lesson 3 How many rooms are there?**Learning objectives**

- Recognise the use of the present simple tense (knowledge and understanding).
- Describe a house and its rooms (skills).
- Recognise key sound-letter relationships (skills).

Materials

Pupil's Daily Reader, Unit 7, page 26.

Teaching tip

When giving instructions, wait until all pupils are quiet and ready to listen to you. It is sometimes a good idea to ask them to look at you to show they are ready to listen.

Key content

Home

House

How many rooms are there?

Introduction

- The class sings the *Letter S* chant.
- The class sings the *Vowel song*.
- The class plays the *Buzz* game with the words *at, in, no, a* and *on*.

Development of the lesson

- The teacher reviews the dialogue: *Where do you live? I live in...*
- The teacher introduces the words: *house, home* and *rooms*.
- The pupils explain the meaning of the new words.
- The pupils identify the rooms in their Daily Reader.
- The class plays *Point and say, says* and *point*.
- The teacher models the dialogue: *How many rooms are there? There are three rooms.*
- The pupils say and repeat the dialogue.
- The pupils count the rooms in their Daily Reader.
- The class practises the dialogue.
- In pairs, the pupils practise the dialogue.
- The teacher invites a boy and a girl to the front of the class to model the dialogue.

Additional activity

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Assessment

- The pupils look at the picture in the daily reader.
- The teacher asks: *How many rooms are there? There are three rooms.*

Homework

The pupils practise the dialogue at home. The pupils show their families the rooms in the Daily Reader.

Lesson 4 How many rooms are there?

Learning objectives

- Identify words for rooms and household objects (knowledge and understanding).
- Describe a house and its rooms (skills).
- Recognise key sound-letter relationships (skills).

Materials

Pupil's Daily Reader, Unit 7, page 26.
Pictures of houses and homes.

Teaching tip

Show the pupils how to find a page in their book. Open one of their books and hold it up high for all to see. Ask them to find that page.

Key content

washroom, living room and bedroom.
How many rooms?

Introduction

- The pupils sing the *Letter S* chant.
- The teacher reviews the dialogue taught in the previous lessons.

Development of the lesson

- Using pictures, the teacher introduces the words: *washroom*, *living room* and *bedroom*.
- The pupils explain the meaning of the new words.
- The pupils identify the rooms in their Daily Reader.
- The teacher models the dialogue: *How many rooms are there? There are three rooms.*
- The pupils say and repeat the dialogue.
- The pupils count the rooms in their daily reader.
- The teacher introduces the phrases:
I wash in the washroom.
I sleep in the bedroom.
I sit in the living room.
- The class practises the dialogue.
- In pairs, the pupils practise the dialogue.
- The teacher invites a boy and a girl to the front of the class to model the dialogue.
- The class plays the game *Change the letter*.
- The teacher says the words *sat* and repeats it three times.
- The pupils identify the middle sound in the letter /a/.
- The teacher writes the word on the board.
- The pupils identify the letter /a/.
- The teacher models how changing the vowel can make new words: *set* and *set*.
- The pupils read the words.

Assessment

In pairs, the pupils ask *Where do you live?* and answering; *I live in Gisenyi, I live in Rulindo, I live in Butare.*

Homework

The pupils teach their family members the words washroom, living room and bed room.

Lesson 5 My house

Learning objectives

- Identify words for rooms and household objects (knowledge and understanding).
- Recognise some consonants, vowels sounds (skills).
- Recognise key sound-letter relationships (skills).

Materials

Pupil's Daily Reader, Unit 7, page 26.

Teaching tip

Play games where the teacher changes one letter in a simple word and asks the pupils to try to read the new word.

Key content

Living room
Bedroom
Washroom
P p

Introduction

- The teacher writes the sight words on the board: a, at, in, it, on, is, no.
- The pupils echo read the sight words: *a, at, in, it, on, is, no*.
- The teacher reviews dialogue taught in the previous lessons.

Development of the lesson

- The teacher introduces the letter P p and the letter sound /p/.
- The pupils identify that the letter p makes the sound /p/.
- The teacher models how to write the letter P and p.
- The pupils sing the *Letter p* chant while writing the letter.
- The teacher introduces the game *Elastic word* using: *pet, pat, pot* and *put*.
- The teacher reviews the words: *living room, bedroom* and *washroom*.
- The pupils identify a *living room, bedroom* and *washroom* in their daily readers.
- The pupils point at and say the words: *living room, bedroom* and *washroom*.
- The teacher asks the pupils: *What do you do in the living room? bedroom? washroom?* The pupils answer the questions.

Additional activity

The pupils practise the dialogue: *How many rooms are there?*

Assessment

The teacher asks the questions: Where do you sleep? Where do you wash? Where do you sit? The pupils answer.

Homework

- The pupils sing the letter P chant.
- The pupils show their families the *living room, bedroom* and *washroom* in their daily readers.

Lesson 6 My house

Learning objectives

- Identify words for rooms and household objects (knowledge and understanding).
- Describe rooms and their contents (skills).
- Recognise key sound-letter relationships (skills).

Materials

Pupil's Daily Reader, Unit 7, page 26.

Teaching tip

Encourage pupils to take care of the Pupil's Daily Reader.
Encourage them to turn the pages carefully and not to write on the book.

Key content

Kitchen
Bedroom
Washroom

Introduction

- The teacher writes on the board the words: *at, in, on, no, it, I*.
- The pupils echo read the words.

Development of the lesson

- The teacher reviews the letter P p and the letter sound /p/.
- The pupils identify that the letter p makes the sound /p/.
- The teacher models how to write the letters P and p
- The pupils sing the *Letter p* chant while writing the letter.
- The teacher introduces the game *Elastic word* using: *pet, pat, pot* and *put*.
- The teacher reviews the vocabulary: *House and home*.
- The teacher explains the words: *kitchen*.
- The whole class mimes the activities that happen in a kitchen.
- The pupils identify a *living room, bedroom* and *washroom* in their daily readers.
- The pupils point at and say the words: *living room, bedroom* and *washroom*.
- The teacher asks the pupils to draw a kitchen. The pupils show their drawings to the class saying: *This is the kitchen*.

Additional activity

The pupils practise the dialogue: *How many rooms are there?*

Assessment

The teacher says the words *living room* and *bedroom*. The pupils draw a picture of one of the rooms.

Homework

The pupils practise the words *kitchen, living room* and *bedroom* at home.

Lesson 7 Household objects

Learning objectives

- Identify words for household objects (knowledge and understanding).
- Recognise some key letter-sound relationships (skills).
- Describe rooms and their contents (skills).

Materials.

Pupil's Daily Reader, Unit 7, page 27.

Key content

bed, chair, table, knife, fork

Introduction

The pupils sing the *Letter P* chant.

Development of the lesson

- The teacher introduces the letter H h and the letter sound /h/.
- The pupils identify that the letter h makes the sound /h/.
- The teacher models how to write the letter H and h.
- The pupils sing the *Letter H* chant while writing the letter.
- The teacher introduces the *Elastic word* game, using *hat, hot* and *hip*.
- The pupils look at the pictures in their daily readers and identify the objects.
- The teacher explains the words: *bed, chair, table, lamp* and *fork*.
- The teacher explains to the pupils the phrase: *Show me*.
- The pupils respond to the teacher's instructions: *Show me a bed. Show me a chair*.
- The teacher asks the pupils: *In what room I find a fork?* The pupils answer: *The fork is in the kitchen*.
- The teacher repeats the activity with other household objects.

Additional activity

The pupils practise the dialogue: *What is this?* using household objects.

Assessment

The teacher hold up a household object. The pupils identify the object.

Homework

The pupils teach the words: *bed, chair, table, knife and fork* to a family member.

Lesson 8 Household objects**Learning objectives**

- Identify words for household objects (knowledge and understanding).
- Recognise some key letter-sound relationships (skills).
- Recognise key sound-letter relationships (skills).
- Describe rooms and their contents (skills).

Materials

Pupil's Daily Reader, Unit 7, page 27.

Teaching tip

Play rhyming games. They help the pupils identify sounds and letters that are the same and can lead to accurate spelling.

Key content

Spoon
Plate
Cup
Pot
Hh

Introduction

- The teacher points the pictures of household objects asking: *What is this?*
- The pupils identify the objects.

Development of the lesson

- The teacher reviews the letter H h and the letter sound /h/.
- The pupils identify that the letter h makes the sound /h/.
- The teacher models how to write the letter H and h.
- The pupils sing the *Letter H* chant while writing the letter.
- The class plays the *Do this if I hear* the sound /h/
- Using pictures, the teacher explains the words: *spoon, plate, cup, pot*.
- The teacher explains to the pupils the phrase: *Show me*.
- The pupils respond to the teacher's instructions: *Show me a spoon. Show me a pot* using pictures in their daily reader.
- In pairs, the pupils play the game *Show me*.
- The pupils practise the dialogue: *What is this?* using household objects in their daily reader.
- The teacher asks the pupils: *Where is the spoon?*
- The pupils answer: *The spoon is in the kitchen*.
- The teacher repeats the activity with other household objects.

Assessment

The teacher says the words *kitchen, living room* and *bedroom*. The pupils draw a picture of one of the rooms.

Homework

The pupils teach the words: *spoon, plate, cup, pot* to a family member.

Lesson 9 Household objects

Learning objectives

- Identify household objects (knowledge and understanding).
- Recognise some key letter-sound relationships (skills).
- Recognise key sound-letter relationships (skills).
- Describe rooms and their contents (skills).

Materials

Pupil's Daily Reader, Unit 7, page 27.

Teaching tip

Always praise correct answers and good effort. Remember! Mistakes are excellent learning tools. Encourage pupils to try again.

Key content

Spoon, plate, cup, pot.

Introduction

The class plays *What is this?* With household objects.

Development of the lesson

- The teacher introduces the letter F f and the letter sound /f/.
- The pupils identify that the letter h makes the sound /f/.
- The teacher models how to write the letter F and f.
- The pupils sing the *Letter F* chant while writing the letter.
- The Whole class plays the game *Do this if you hear* the /f/ sound using: *fin, fit, father, mother, boy, girl, book, cupboard*.
- The teacher explains the words: *spoon, plate, cup* and *pot*.
- The teacher explains to the pupils the phrase: *Show me*.
- The pupils respond to the teacher's instructions: *Show me a cup. Show me a spoon*.
- The teacher reads the following sentence to the class: *The cup is on the table*.
- The pupils draw a picture to match the sentence.
- The teacher repeats the activity with the sentences: *The cup and plate are next to the lamp*.

Assessment

The teacher says the words *spoon, plate, cup, pot*. The pupils draw pictures of the objects and say their names.

Homework

The pupils show their drawings to a family member.

Lesson 10 Draw a room

Learning objectives

- Identify words for household objects (knowledge and understanding).
- Recognise some key letter-sound relationships (skills).
- Recognise key sound-letter relationships (skills).
- Describe rooms and their contents (skills).

Materials

Examples of household objects.
Pupil's Daily Reader, Unit 7, page 27.

Key content

F f

Introduction

- The class sings *The Alphabet Song*.
- The class plays *What is this?*

Development of the lesson

- The teacher introduces the letter F f and the letter sound /f/.
- The pupils identify that the letter f makes the sound /f/.
- The teacher models how to write the letters F and f.
- The pupils sing the *Letter F* chant while writing the letter.
- The class plays the game *Do this if you hear* the /f/ sound using: *fin, fit, father, mother, boy, girl, book, cupboard.*
- The teacher asks the pupils to draw their ideal room.
- The teacher explains the pupils that they can draw the room and household objects in it.
- The pupils draw the room.
- In pairs, the pupils share and discuss their drawings, saying: *This is a*
- The teacher invites pupils to present their drawings to the class.

Assessment

The teacher point to the rooms and object in the daily reader, page 26. The pupils identify the rooms and the objects in the picture.

Homework

The pupils show their drawings to their family members.

Unit 7: Home Assessment Tasks

**Invite pupils one by one to do the assessment.
The teacher asks the pupil the questions and notes how the pupil responds.**

Assessment task 1: Recognise sight words.

Point at the words below and ask the pupil to read them

on in a at no

		
Did not read any words correctly.	Read 1 or 2 words correctly.	Read 3 or more words correctly.

Assessment task 2: Name the household rooms and objects

Using the Daily Reader the teacher asks the pupils *What is this?* The pupils must answer: *This is... These are...*

		
Did not answer any correctly.	Answered fewer than 3 correctly.	Answered 3 or more correctly.

Assessment task 3: Where do you live?

The teacher asks the following questions:

What is your name?

How old are you?

Where do you live?

		
Did not answer any question correctly.	Answered 2 questions correctly.	Answered 3 questions correctly.

UNIT 8: DOMESTIC ANIMALS

Key competence: To use language learnt in the context of domestic animals.

Topic area: Oral and Written Communication

Sub-topic area: Listening, speaking, reading, writing

Values: Display concern for the welfare of domestic animals.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
Lesson name	Domestic animals.	Domestic animals	Domestic animals.	Domestic animals	I like. I don't like	Sam	Sam
Key content	Cat, dog, hen, rabbit, animal	Cat, dog, hen, rabbit animal	Cow, sheep, goat, pig	Cow, sheep, goat, pig	I like cats I don't like cats	Sight words: no	Sight words: no
Language structures	Present simple tense	Present simple tense			Declaratives	Short /a/	Short /a/

	Lesson 8	Lesson 9	Lesson 10	Assessment	Review
Lesson name	What do animals eat?	The Hat	Talking about favourite animals	Assessment	Review
Key content	Meat, grass.		I like My favourite	Grass, vegetables	Remediation teaching
Language structures	Present simple tense		Declarative		

Attitudes and Values: Displays concern for the welfare of domestic animals

One of the curriculum’s cross-cutting issues—Peace and Values Education—refers to the importance of promoting education that develops empathy among its students. Empathy extends to humans as well as animals. It is essential to develop positive and proactive attitudes and values among pupils about the protection of animals, specifically, domestic animals with respect to the present unit. While the love of animals seems to be innate in young children, they do not always know how to treat animals with kindness. Pupils need to learn explicitly that all living beings have needs and can suffer when treated cruelly, and that it is their responsibility to ensure the welfare of domestic animals. Examples of learning and teaching activities are provided so that teachers can identify when and how to promote and foster attitudes and values about the welfare of domestic animals as part of their lessons. Assessment criteria are also provided to enable the teacher to assess pupils’ attitudes accurately without bias or subjectivity.

Examples of Teaching and Learning Activities

- Teachers discuss with pupils why it is cruel to tease animals. Teachers tell pupils that animals are living, breathing creatures capable and they can feel pain just like they (the pupils) can. They have feelings just like the pupils do.
- Teachers ask pupils to describe ways to take good care of animals. Remind them that just as the pupils should keep themselves clean, so too should the animals be kept clean and well fed.
- Teacher discusses ways that animals have helped people (rescue dogs; dogs that assist individuals who are blind).
- Pupils make lists of domestic animals in their neighborhoods.

How To Assess Attitudes And Values In This Unit

Observation: Assessment Criteria

Through observation, the teacher gathers information by watching pupils interacting, conversing, working, playing etc. Observation is very important because it is used before the lesson begins and throughout the lesson, with the teacher continuing to observe each and every activity.

Observation criteria	Achieving the standard very well	Achieving the standard	Achieving parts of the standard	Not yet achieving the standard
The pupil ...				
Can explain what it means to show empathy.				
Can explain why it is important to take care of domestic animals.				
Can identify domestic animals.				
Can explain how they would take care of a domestic animal if they had one at home.				

Lesson 1 Domestic animals

Learning objectives

- List words for animals (knowledge and understanding).
- Identify domestic animals (skills).

Materials

Pupil's Daily Reader, Unit 8, page 28.
Pictures of domestic animals.

Teaching tip

Play games where the pupils mime and make the sounds of an animal when you say the name of the animal.

Key content

a cat, a hen, a dog, a rabbit.

Introduction

- The teacher writes the sight words on the board.
- The pupils echo read sight words: *a, at, in, on* and *no*.

Development of the lesson

- The teacher asks the pupils about the animals they know.
- Using pictures, the teacher introduces animals: *dog, cat, hen, and rabbit*.
- The pupils identify the animals.
- The teacher makes the sound made by a cat, dog, hen or rabbit and asks pupils the name of the animal.
- The pupils guess the name of the animal.
- The teacher introduces the phrases: *What animal is this?*
- The pupils answer: *This is a dog. This is a cat. This is a hen. This is a rabbit.*
- The whole class practises the dialogue.
- In pairs, the pupils practise the dialogue.
- The teacher invite a boy and a girl to the front to model the dialogue.
- The boy and girl point at a picture and say: *This is a...*
- The teacher introduces the letters M m and the sound /m/.
- The whole class sings the /m/ chant.
- The teacher plays *Do this if you hear /m/* with the whole class, using the words *mat, banana, potato, mother, father, man*.

Additional activities

- In pairs, the The pupils mime an animal sound and say which animal it is.
- The class play game *Fastest finger*: The teacher says the name of an animal and the pupils find it in their Daily Reader.

Assessment

The teacher points to a picture and asks: *What animal is this?* and answering: *This is a dog. This is a cat. This is a hen. This is a rabbit.*

Homework

The pupils show and tell family members the words: *dog, cat, hen, rabbit*.

Learning objectives

- List words for animals (knowledge and understanding).
- Describe the animals they have at home (skills).

Materials

Pupil's Daily Reader, Unit 8, page 28.
Pictures of domestic animals.

Teaching tip

Provide lots of opportunities for pupils to practise listening and speaking. First, ask the whole class to repeat, and then ask small groups, and then ask individuals. When inviting pairs to the front of the class to model dialogue, invite a boy and a girl to practise the dialogue.

Key content

a cat, a hen, a dog, a rabbit.

Introduction

- The teacher writes the sight words on the board.
- Pupils echo read the sight words: *no, is, a*.
- The pupils sing the /m/ chant.

Development of the lesson

- The teacher points at a picture of a dog, cat, hen, and rabbit.
- The pupils say the name of the animals.
- The teacher says *dog* and asks the pupils to repeat.
- Repeat this activity with cat, hen and rabbit.
- The teacher explains to the pupils that dogs, cats, hens and rabbits are domestic animals.
- The teacher explains the word *domestic animal* to the pupils.
- The teacher points at the picture of the dog and asks the pupils: *What animal is this?* The pupils answer: *This is a dog.*
- The teacher repeats the activity with cat, hen and rabbit.
- The teacher models the dialogue: *Do you have a ...? Yes. I do. No. I don't.*
- The pupils repeat the dialogue.
- The teacher invites a boy and a girl to the front of the classroom and ask them: *Do you have a cat? Do you have a hen? Do you have a dog? Do you have a hen? Do you have a rabbit?*
- The pupils answer.
- In pairs, the pupils practise asking and answering *Do you have?*

Additional activities

The whole class plays *Do this if you hear the /m/ sound: carrot, green, mother, man, cat, milk, mop.*

Assessment

The teacher says the words: *cat, dog, hen* and *rabbit*. The pupils draw pictures of a dog, cat, hen and rabbit. The teacher asks the pupils: *Do you have a rabbit?* The pupils answer: *Yes. I do. No. I don't.*

Homework

The pupils show and tell family members the words: *dog, cat, hen* and *rabbit*.

Lesson 3 Domestic animals

Learning objectives

- List words for animals (knowledge and understanding).
- Describe the animals they have at home (skills).

Materials

Pupil's Daily Reader, Unit 8, page 28.

Pictures of domestic animals.

Teaching tip

Play rhyming games, it helps the pupils identify sounds and letters that are the same and leads to accurate spelling.

Key content

a cow, a sheep, a goat, a pig.

Introduction

- The teacher writes the sight words on the board.
- The class plays the *Buzz* game: *a, am, no*.

Development of the lesson

- The teacher points at a picture of a cow, sheep, goat and pig.
- The pupils say the name of the animals.
- The teacher says *goat* and asks the pupils to repeat.
- Repeat this activity with cat, hen and rabbit.
- The teacher explains to the pupils that *cow, sheep, goat and pig* are domestic animals.
- The teacher explains the word *domestic animal* to the pupils.
- The teacher points at the picture of the goat and asks the pupils: *What animal is this?* The pupils answer: *This is a dog*.
- The teacher repeats the activity with cat, hen and rabbit.
- The teacher models the dialogue: *Do you have a ...? Yes. I do. No. I don't.*
- The pupils repeat the dialogue.
- The teacher invites a boy and a girl to the front of the classroom and ask them: *Do you have a cat? Do you have a hen? Do you have a dog? Do you have a hen? Do you have a rabbit?*
- The pupils answer.
- In pairs, the pupils practise asking and answering *Do you have?*

Additional activities

The teacher plays *do this if you hear /M/* with the whole class.

The class plays *Change the letter* changing the word *sit* (*hit, fit, pit*).

Assessment

In pairs, the pupils ask each other the questions: *What animal is this?*

Homework

The pupils sing the *Letter M* chant.

Lesson 4 Domestic animals

Learning objectives

- List words for animals (knowledge and understanding).
- Describe the animals they have at home (skills).

Materials

Pictures of animals

Introduction

- The teacher write the sight words on the board.
- The pupils echo read sight words: me, at, you, go.

Development of the lesson

- The teacher points at a picture of an animal and pupils identify the name of the animal.
- The teacher says *cow* and asks the pupils to repeat.
- The teacher repeats the activity with sheep, goat, and pig.
- The teacher explains to the pupils that cows and goats are animals.
- The teacher says a name of an animal (dog, cat, pig, goat, cow and sheep) and the pupils mime how it walks and the sound it makes.
- In pairs, the pupils role-play animal sounds and how the animals walk.
- The class plays *Do this if you hear /m/*
- The teacher writes on the board the words: *sit, mat, ten, not, run, man, net, tam, rat, sun.*
- The teacher asks the pupils, which letter is at the beginning of each word.

Additional activities

- The pupils draw their favourite animals and write it's name.

Assessment

The pupils sing the *Letter M* chant.

Homework

The pupils show and tell family members: *cow, goat, pig and sheep.*

Lesson 5 I like... I don't like...

Learning objectives

- List words for animals (knowledge and understanding).
- Describe the animals they have at home (skills).

Materials

Pictures of domestic animals.

Teaching tip

Ask the pupils often what they like and what they don't like. Encourage them to use these expressions to express themselves.

Key content

I like
I don't like

Introduction

- The teacher writes the words: mat, vat and sat on the board.
- The class plays the *Buzz* game: *mat, rat, sat.*

Development of the lesson

- The teacher reviews the phrases: *I like* and *I don't like.*

- The teacher ask the pupils: *Do you like goats?* etc.
- The pupils answer.
- In pairs, the pupils ask and answer the questions: *Do you like?*

Added activity

Play what two words end the same with the words: *bat, cat, log, fat, sat, pet, hat, mat get, pat, rat got.*

Assessment

The pupils draw the animals that they like and they don't like.
The pupils identify the animals saying: *I like* and *I don't like*.

Homework

Show and tell a family member: *I like cats. I don't like cats.*

Lesson 6 ▶ Sam

Learning objectives

- Recognise key sound-letter relationship (skills).
- Read a short text (skills).

Pupil's Daily Reader: Sam. Page 31-35

Teaching tip

Show the pupils your book as you read. Help them follow the reading and show them which box they should be looking at.

Key content

bat, cat, sat.

Introduction

- The pupils echo read: *at, am, oh, no, a.*
- The whole class plays the *Buzz game: sat, mat, cat, and bat.*

Development of the lesson

- The teacher writes the letters s, m, t, and r on the board.
- The teacher points at each letter and the pupils tell him what sound they make.
- The teacher writes the word *at* on the board.
- The pupils tell the teacher which sound letter *a* and *t* make.
- The pupils read the word *at*.
- The teacher write the letter *c* in front of *at*
- The teacher repeats the activity with the letters s, m, and r.
- The teacher introduces the story: *Sam*.
- The pupils read the title of the story and tell the teacher what they think the story will be about.
- The teacher model reads the story.
- The pupils echo read the story.
- The class discusses the meaning of the words: *mat, sat, rat* and *no*. The pupils point to the pictures in their daily reader and say the words.

Additional activities

The pupils pair read the story *Sam*.

Assessment

The pupils read the story to their partners.

Homework

The pupils read the story *Sam*.

Lesson 7 Sam

Learning objectives

- Recognise key sound and letter relationships (skills)
- Read a short text (skills).

Materials

Pupil's Daily Reader: Sam. Page 31-35

Teaching tip

Encourage the pupils to point the words as they read.

Key content

Bat
Cat
Sat

Introduction

- The teacher writes the words on the board.
- The class plays the *Buzz* game: *at, am, no, a, oh*.
- The pupils echo read: *fat, hat, rat, and sat*.

Development of the lesson

- The teacher writes the letters *s m n r* and *t* on the board.
- The teacher points at each letter.
- The pupils say what sound each letter makes.
- The teacher writes *at* on the board.
- The pupils read the words.
- The teacher asks pupils what sounds they get when they add /m/ to /at/.
- The teacher repeats the activity with *s, t* and *r*.
- The teacher reviews the story *Sam*: Who remembers the title? What happens to *Sam*?
- The pupils echo read the story *Sam*.
- The pupils choral read the story *Sam*.

Added activity

- The pupils pair read the story *Sam*.

Assessment

The pupils read the extra words at the end of their decodable texts.
The pupils fill in the missing words to complete the sentences.

Homework

The pupils read the story *Sam* to a family member.

Lesson 8 What do animals eat?

Learning objectives

- Identify words for animals and animal food (knowledge and understanding).
- Explain what animals eat (skills).

Materials.

Pictures of animals.

Teaching tip

Key content

meat
grass

Introduction

- The teacher writes the words on the board.
- The pupils echo read the words: *cat, sat, mat, pat*.

Development of the lesson

- The teacher asks pupils the name of animals that they know.
- The teacher asks learners what different animals eat.
- The teacher introduces the phrases: *What does a dog eat? What does a cat eat?*
- The pupils answer: *A dog eats meat. A cow eat grass.*
- The teacher repeats the activity with a rabbit, a pig, a goat.

Assessment

The pupils practise asking and answering: What does a ... eat? A ... eats ...
The teacher asks the questions What does a dog eat? etc
The pupils answer.

Homework

Tell a family member what dogs, cats, hens and rabbits eat.

Lesson 9 The Hat

Learning objectives

- Recognise key sound-letter relationships (skills).
- Read a short text (skills).
- Recognise vowel sounds (skills).

Teaching tip

Show the pupils how to find a page in their page in their book. Open one of their books and hold it up high for all to see and ask them to find that page.

Materials

Pupil's Daily Reader : The Hat, Page 36-40

Key content

Mat
Sat

Introduction

- Echo sight words: at, the, not, a, so.
- The pupils sing the *Animal Song*.

Development of the lesson

- The teacher writes the letters *n, c, h, d, s* and *t* on the board.
- The teacher points at each letter and the pupils say what sound it makes.
- The teacher writes letters *at* on the board.
- The pupils tell the teacher what sound the letters *at* make.
- The pupils tell the teacher what sounds the letters *at* make.
- The teacher asks pupils what word they get when they add *M* to *at*.
- The teacher repeats the activity with the letters *n, c, d* and *d*.
- The teacher introduces the story: *The Hat*.
- The pupils read the title of the story and tell the teacher what they think the story will be about.
- The teacher model reads the story.
- The pupils echo read the story.
- The whole class discusses the meaning of the words: *cat, sat, hat*.

Additional activities

- The pupils sing the /m/ chant.
- The pupils echo read the story *The Hat*.

Assessment

Put pupils in A-B pairs.
The pupils read the story to their partners.

Homework

128 The pupils read the story *The Hat*.

Lesson 10 > Talk about favourite animals

Learning objectives

- Identify words for animals (knowledge and understanding).
- Describe their favourite animal (skills).

Materials

Pictures of domestic animals

Pupil's Daily Reader, Unit 8, page 28.

Teaching tip

When teaching this lesson, emphasize to the pupils that people have different likes and dislikes and that we must respect their likes and dislikes, even if they are different from our own.

Key content

I like ...

Do you like ...?

What is your favourite animal?

Introduction

The class names the animals they know in the Daily Reader on page 28.

Development of the lesson

- The teacher reviews the dialogue: *What do you like? I like....*
- The teacher invites a boy and a girl to the front of the class to model the dialogue.
- The teacher models the dialogue: *What don't you like? I don't like....*
- The class repeats the dialogue.
- In pairs, the pupils practise the dialogue, naming animals they don't like.
- The teacher invites a boy and a girl to the front to model the dialogue.
- The teacher reviews the word *favourite*.
- The teacher asks the class: *What is your favourite animal?*
- The pupils answer: *My favourite animal is...*
- The teacher invites a boy and a girl to the front to model the dialogue.
- In pairs, the pupils practise asking and answering: *What is your favourite animal? My favourite animals is....*
- The pupils draw a picture of their favourite animal and say: *This is my favourite animal.*

Additional activities

In pairs, the pupils share their drawings and say: *This is my favourite animal.*

Assessment

The teacher asks the class: *What is your favorite animal?* The pupils answer, saying: *My favourite animal is...*

Homework

The pupils ask their family members: *What is your favourite animal?*

Unit 8: Domestic animals Assessment Tasks

Invite pupils one by one to do the assessment.
The teacher asks the pupil the questions and notes how the pupil responds.

Assessment task 1: Recognize sight words.

Point at the words below and ask the pupil to read them.

on in a at no

		
Did not read any words correctly.	Read 1 or 2 words correctly.	Read 3 or more words correctly.

Assessment task 2: Name the animals

Using the Daily Reader the teacher asks the pupils: *What is this?* The pupils must answer: *This is...*

		
Did not answer any correctly.	Answered fewer than 3 correctly.	Answered 3 or more correctly.

Assessment task 3: Read simple words

Show each word. Ask the pupil to put his or her finger on it and ask the pupil to sound the letters and make the word.

sat top pot wet

		
Did not answer any questions correctly.	Answered 2 questions correctly.	Answered 3 questions correctly.

UNIT 9: DAILY ROUTINE

Key competence: To use language learnt in the context of daily routine.

Topic area: Oral and Written Communication

Sub-topic area: Listening, speaking, reading, writing

Values: Demonstrate that keeping time is important in keeping daily routines.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
Lesson name	I get up. I clean my teeth.	I get up. I clean my teeth.	I wash my body. I get dressed.	I do my homework.	Do you do your homework?	Reading: Hot Dog	Reading: Hot Dog
Key content	I get up.	I get up Clean my teeth	I wash my body I get dressed I do my homework	I wash my body I get dressed I do my homework	Do you do your homework?	Sight words: in, the, no	Sight words: in, the, no.
Language structures	Present simple tense	Present simple tense	Present simple tense	Present simple tense	Present simple tense		Short /o/
		I wash my body.					

	Lesson 8	Lesson 9	Lesson 10	Lesson 11	Lesson 12	Lesson 13	Lesson 14	Assessment	Review
Lesson name	Telling the time	Telling the time	Half past	A quarter past	Reading: Peg	Reading: Peg	Daily routine	Assessment	Review
Key content	O'clock Watch clock	O'clock Watch clock	A half past A quarter past	A quarter past	Sight words: go, no, one.	Sight words: go, no, one.	I get up at 6 o'clock. I go to school at 7 o'clock.	Recognize sight words Letter sounds Tell the time	Remediation teaching
Language structures	Telling the time	Telling the time	Telling the time	Telling the time	Short /e/	Short /e/	Telling the time		

Attitudes and Values: Demonstrate that keeping time is important in keeping daily routines.

How do we know when it is time to begin school? How do we know when it is time for lunch? How do we know when it is time for reading? Classrooms, as well as homes, have procedures and routines. They help pupils feel secure and they help pupils understand expectations. Routines also help pupils learn about making predictions: What will happen next?

Pupils may be aware of a sequence of events during a day, but may not know the teacher or parent knows when it is time to move from one activity to another. Pupils need to learn about telling time and about the value of keeping to a schedule for learning and at home. Examples of learning and teaching activities are provided so that teachers can identify when and how to promote and foster attitudes and values about time and routines as part of their lessons. Assessment criteria are also provided to enable the teacher to assess pupils' attitudes accurately without bias or subjectivity.

Examples of Teaching and Learning Activities

- Teacher holds up a sign with the time and asks pupils to identify what will come next.
- Teacher creates a chart to hang on the wall with the schedule of the classroom activities, and the time of day when that activity will occur.
- Pupils take turns being "Class Time Keepers." Their job is to announce that it is time for the next activity. To become a Class Time Keeper, a pupil must be able to identify the correct time on a clock.
- Pupils create a personal daily routine chart for their mornings, such as: Wake up, Brush My Teeth, Wash My Hands and Face, Eat Breakfast. (Note: This will reinforce a previous unit about showing concern for keeping our bodies and clothes clean).
- Pupils role-play "The Mixed Up Day," a day when there were no clocks and they didn't know when it was time for the next activity.

How To Assess Attitudes And Values In This Unit

Observation: Assessment Criteria

Through observation, the teacher gathers information by watching pupils interacting, conversing, working, playing etc. Observation is very important because it is used before the lesson begins and throughout the lesson, with the teacher continuing to observe each and every activity.

Observation criteria	Achieving the standard very well	Achieving the standard	Achieving parts of the standard	Not yet achieving the standard
The pupil ...				
Follows classroom routines.				
Puts away materials quickly so that she/he can move on to the next activity.				
Identifies the next activity of the day, when asked.				
Works with another pupil; they pace their work so that they finish within the allotted time.				

Lesson 1

I get up. I clean my teeth.

Learning objectives

- Identify words for daily activities (knowledge and understanding).
- Describe daily routines (skills).
- Recognise key sound–letter relationships (skills).

Teaching tip

Encourage pupils to use mime and role playing when describing their daily routines. This will help them remember the vocabulary and make learning active and fun.

Key content

I get up.
I clean my teeth.
L/I

Introduction

The class plays the *Buzz* game using *in*, *the* and *no*.

Development of the lesson

- The teacher role plays brushing his/her teeth.
- The pupils identify what the teacher is doing.
- The teacher role plays getting out of bed.
- The pupils identify what the teacher is doing.
- The teacher introduces the phrases *I get up* and *I clean my teeth*.
- The teacher models the activities 'I get up' and 'I clean my teeth' for the pupils.
- The pupils role play getting up and cleaning their teeth.
- The teacher introduces the phrases *What do you do in the morning?* and *In the morning, I...*
- The pupils repeat after the teacher, saying *In the morning, I get up* and *In the morning, I clean my teeth*.
- The teacher introduces the letter L/I and the sound /l/.
- The teacher introduces the letter L/I, and the pupils trace it in the air and on their desks.
- Pupils practice writing the letter L/I while saying the sound /l/.
- The teacher sings the 'Letter L' chant.
- The pupils sing the 'Letter L' chant.

Additional activities

The pupils role play getting up and cleaning their teeth.

Assessment

The teacher asks, *What do you do in the morning?* The pupils answer, *In the morning, I get up* and *In the morning, I clean my teeth* while role playing the activities.

Homework

The pupils teach their family members the phrases *I get up* and *I clean my teeth*.

Lesson 2

I get up. I clean my teeth.

Learning objectives

- Identify words for daily activities (knowledge and understanding).
- Orally describe daily routines (skills).
- Understand the importance of respecting time (attitudes and values).

words; instead, mime the action and the activity and ask pupils to guess what the teacher is doing.

Key content

I get up.
I clean my teeth.

Materials

Do not always explain the meanings of new

Introduction

The class plays the *Buzz* game using *in*, *the* and *up*.

Development of the lesson

- The teacher reviews the phrases *I get up* and *I clean my teeth*.
- The teacher models getting up and cleaning his/her teeth.
- The pupils identify what the teacher is doing.
- The pupils mime the actions and says the phrases *I get up* and *I clean my teeth*.
- The teacher asks the pupils, *What do you do in the morning?*
- The pupils answer, *In the morning, I get up and I clean my teeth*.
- The pupils sing the 'Letter L' chant.
- The pupils review the sounds made by the letter L/l and write the letters in their notebooks.
- The teacher writes the words *girl* and *hello* on the board.
- The pupils read the words.
- The pupils identify the letter l in the words.

Additional activities

- In pairs, the pupils ask and answer the question *What do you do in the morning?*
- The pupils draw pictures of what they look like in the morning. The teacher writes the sentence *I get up* on the board. The pupils write this sentence under their pictures.

Assessment

The teacher asks, *What do you do in the morning?* The pupils answer, *In the morning I get up and In the morning, I clean my teeth* while role playing the activities.

Homework

The class sings the 'Letter L' chant to a family member.

Lesson 3 I wash my body. I get dressed.

Learning objectives

- Identify words for daily activities (knowledge and understanding).
- Describe daily routines (skills).
- Recognise key letter–sound relationships (skills).

Teaching tip

This lesson is a good lesson to reinforce messages about personal hygiene. The teacher may praise learners as they role play saying, *It is good to wash your body everyday*.

Key content

I wash my body.
I get dressed.

Introduction

The class sings the 'Letter L' chant.

The class plays the *Buzz* game using *hot*, *no* and *the*.

Development of the lesson

The teacher mimes the activities 'I wash my body' and 'I get dressed'.

The pupils guess what the teacher is doing.

The teacher introduces the phrases *I wash my body* and *I get dressed*.

The pupils repeat the actions, saying, *I wash my body* and *I get dressed*.

The teacher asks the question, *What do you do in the morning?*

The pupils answer, *In the morning, I wash my body and I get dressed* while role-playing the actions.

In pairs, the pupils practice asking and answering, *What do you do in the morning?*

The teacher invites a boy and a girl to the front of the classroom to model the dialogue.

The boy and girl model the dialogue for the class and do the actions.

The teacher repeats the activity with a different boy and girl.

Additional activities

The pupils draw pictures of what they look like in the morning. The teacher writes the sentence *I wash my body* on the board. The pupils write the sentence under their pictures.

Assessment

The teacher asks, *What do you do in the morning?* The pupils answer, *In the morning, I wash my body* and *In the morning, I get dressed* while role playing the activities.

Homework

The pupils teach their family members the phrases *I wash my body* and *I get dressed*.

Lesson 4 I do my homework

Learning objectives

- Identify words for daily activities (knowledge and understanding).
- Describe daily routines (skills).
- Recognise key letter–sound relationships (skills).

Teaching tip

This is a good opportunity to reinforce the

importance of doing homework. Encourage pupils to do their homework every evening. Check homework regularly so it becomes part of the pupils' daily routines.

Key content

Do you do your homework?
I do my homework.

Introduction

- The class sings the 'Letter L' chant.
- The class plays the *Buzz* game using *a, no, on* and *the*.

Development of the lesson

- The teacher reviews the phrases *I wash my body* and *I get dressed*.
- The pupils mime the actions and say the phrases.
- The teacher mimes reading a book and writing in a notebook.
- The pupils guess what the teacher is doing.
- The teacher introduces the word *homework*.
- The teacher models the phrases *What do you do in the evening?* and *I do my homework*.
- The pupils repeat the phrases and mime reading and writing.
- In pairs, the pupils practice asking and answering, *What do you do in the evening? I do my homework*.
- The teacher invites a boy and a girl to the front of the classroom to model the dialogue.
- The boy and girl model the dialogue for the class and do the actions.
- The teacher repeats the activity with a different boy and girl.

Additional activities

The pupils draw pictures of themselves doing their homework. The teacher writes the sentence *I do my homework* on the board. The pupils write the sentence under their pictures.

Assessment

The teacher asks, *What do you do in the evening?* The pupils answer, *In the evening, I do my homework* while role playing the activities.

Homework

The pupils teach their family members the phrase *I do my homework*.

Lesson 5 Do you do your homework?

Learning objectives

- Identify words for daily activities (knowledge and understanding).
- Describe daily routines (skills).

Teaching tip

Hold one finger high so all the pupils can see it as you show them how to write a letter in the air with their fingers. Face the board, and encourage children to mimic your movement as you write in the air.

Key content

Do you do your homework?
Yes, I do.

Introduction

- The class sing the 'Letter L' chant.
- The class plays the *Buzz* game using *on, at, in, the* and *hat*.

Development of the lesson

- The teacher reviews the phrases *I get up, I clean my teeth, I wash my body, I get dressed* and *I do my homework*.
- The pupils say the phrases and mime the actions.
- The teacher invites a pupil to the front of the class to mime an action.
- The pupils guess what the pupil is doing.
- The pupils say the correct phrase to describe the action.
- The teacher introduces the phrases *Do you do your homework?* and *Yes, I do*.
- The pupils repeat the phrases.
- The teacher repeats the activity by asking different questions, such as *Do you clean your teeth?*
- The pupils answer.
- The teacher invites a boy and a girl to the front of the class to model the dialogue.
- In pairs, the pupils practice asking and answering *Do you ... Yes, I do*.

Additional activities

The class plays 'What is the Rhyme'.

The class determine which two words end with the same sound as the words *fun, get, sun, pet* and *hut*.

Assessment

The teacher asks the class the following questions:

Homework

The pupils asks their family members, *Do you do your homework?*

Lesson 6 Reading: Hot Dog

Learning objectives

- Describe daily routines (skills).
- Recognise some letter sounds (skills).
- Write words with the short /o/ sound (skills).

Teaching tip

When introducing a reading activity, allow the pupils to look at the pictures in the story and predict what the story is about. Ask the pupils to identify any words they know in the text.

Materials

Pupil's Daily Reader, Unit 9, page 41.

Key content

Hot, dog, runs

Introduction

The pupils echo read the sight words *in*, *the* and *no*.

Development of the lesson

- The teacher reviews the short /o/ sound.
- The class sings the 'Letter O' chant.
- The teacher writes the letters d, f and h on the board.
- The teacher points at each letter, and the pupils say the letter name and what sound the letter makes.
- The teacher writes the letters og on the board.
- The pupils read the letters og.
- The teacher asks the pupils what word they make when they add d to og.
- The pupils say the word *dog*.
- The teacher writes the word *dog* on the board and says *dog*.
- The pupils read the word.
- The teacher repeats the activity with the letters f and h to make the words *fog* and *hog*.
- The teacher introduces the story *Hot Dog*.
- The pupils read the title of the story and tell the teacher what they think the story will be about.
- The teacher model reads the story.
- The pupils follow the text as the teacher reads.
- The pupils echo read the story.
- The class discusses the meaning of the words *dog* and *hot*.

Additional activities

In pairs, pupils echo read the story *Hot Dog*.

Assessment

The teacher writes the words *The hot dog* on the board. The pupils read the words.

Homework

The pupils read the story *Hot Dog* to their family members.

Lesson 7 Reading: Hot Dog

Learning objectives

- Read a short text (skills).
- Recognise some vowel sounds (skills).

Materials

Pupil's Daily Reader, Unit 9, page 41-45.

Teaching tip

The letter O is the fourth vowel of the English alphabet, and like all vowels, it has a 'long' and a 'short' sound. The short /o/ sound is found in the words *hot* and *dog*.

Key content

Hot, runs

Introduction

The class plays the *Buzz* game using the words *no*, *the* and *in*.

Development of the lesson

- The class sings the short /o/ chant.
- The teacher writes the letters c, h, d, g, n and p on the board.
- The pupils say the letter names and the sounds the letters make.
- The teacher writes the letters ot on the board and ask the pupils to read the letters.
- The pupils read the letters ot.
- The teacher asks the pupils what word they get when they add /h/ to /ot/.
- The pupils answer *hot*.

- The teacher writes the word *hot* on the board, and the pupils read the word.
- The teacher repeats the activity with the letters c, d, g, n and p.
- The teacher reviews the story *Hot Dog* and asks, *Who remembers the name of the story? What animal is in the story? What happens to the dog?*
- The teacher model reads the story, and the pupils follow the text in their daily readers.
- The pupils echo read the story *Hot Dog*.
- The pupils choral read the story *Hot Dog*.

Additional activity

The class sings the short /o/ chant.

Assessment

The pupils read the extra words at the end of their decodable texts. The pupils fill in the missing words to complete the sentences.

Homework

The pupils read the story *Hot Dog* to a family member.

Lesson 8 Telling the time

Learning objectives

- Recognise the use of o' clock time (knowledge and understanding).
- Telling the time (skills).

Materials

- A clock
- A wristwatch

Teaching tip

It is good to review the numbers 1 to 12 with the class before teaching the time.

Key content

- O'clock
- Watch
- Clock

Introduction

- The pupils echo read the story: *Hot Dog*.

Development of the lesson

- The teacher shows the pupils a picture of a clock and a watch.
- The pupils identify what they are and what they are used for.
- The teacher points to the watch and clock and says the words: *a watch, a clock*.
- The teacher asks the pupils to describe what they see.
- The pupils answer: *numbers, hands, etc.*
- The teacher and the pupils count the numbers together.
- The teacher demonstrates to the pupils how the hands move around the clock.
- The teacher moves the hand to the 1 o'clock position and models the phrases: *What time is it? It is one o'clock.*
- The pupils repeat the phrases.
- The teacher repeats the activity for 2 o'clock, 3 o'clock, etc.
- The teacher introduces the game: *What time is it?* The teacher moves the hands of the clock to 3 o'clock.
- The pupils identify the time.
- The teacher repeats the activity.

Additional activity

- The teacher draws a number of clocks on the chalkboard and invites pupils to look at the times.
- The class plays the *Buzz* game: When the teacher points to the clock, the pupils say the correct time.

Assessment

Pointing to different times on the clock, the teacher asks the children: *What time is it?* The pupils say the time: *It is ... o'clock.*

Homework

The pupils practise telling the time at home with their family members.

Lesson 9 Telling the time

Learning objectives

- Recognise the use of o'clock time (knowledge and understanding).
- Telling the time (skills).

Materials

A clock
A wristwatch

Teaching tip

Try to connect telling the time to the pupils' daily lives. When it is break time, say the time and tell the pupils it is time for break, etc.

Key content

O'clock
Watch
Clock

Introduction

The pupils pair read the story: *Hot Dog.*

Development of the lesson

- The teacher shows the pupils a picture of a clock and a watch.
- The teacher asks the pupils to describe what a clock and watch are used for.
- The pupils answer: *Telling the time.*
- The teacher and the pupils count the numbers together.
- The teacher demonstrates to the pupils how the hands move around the clock.
- The teacher moves the hands to the 1 o'clock position and models the phrases: *What time is it? It is one o'clock.*
- The pupils repeat the phrases.
- The teacher repeats the activity for 2 o'clock, 3 o'clock, etc.
- The teacher introduces the game: *What time is it?* The teacher moves the hands of the clock to 3 o'clock.
- The pupils identify the time.
- The teacher repeats the activity with different times.

Additional activity

- The teacher draws a number of clocks on the chalkboard and invites pupils to look at the times.
- The class plays the *Buzz* game: When the teacher points to the clock, the pupils say the correct time.

Assessment

Pointing to different times on the clock, the teacher asks the children: *What time is it?* The pupils say the time: *It is ... o'clock.*

Homework

The pupils practise telling the time at home with their family members.

Lesson 10 > Half past

Learning objectives

- Recognise the use of half past to tell the time (knowledge and understanding).
- Telling the time (skills).

Materials.

A clock
A wristwatch

Teaching tip

Try to connect telling the time to the pupils' daily lives. When it is break time, say the time and tell the pupils it is time for break, etc.

Key content

Half past

Introduction

The pupils pair read the story: *Hot Dog*.

Development of the lesson

- The teacher moves the hand to the half past one position and models the phrases: *What time is it? It is half past one.*
- The pupils repeat the phrases.
- The teacher repeats the activity for half past two, half past three, etc.
- The teacher introduces the game: *What time is it?* The teacher moves the hands of the clock to half past three.
- The pupils identify the time.
- The teacher repeats the activity with different times.

Additional activity

- The teacher draws a number of clocks on the chalkboard and invites pupils to look at the times.
- The class plays the *Buzz* game: When the teacher points to the clock, the pupils say the correct time.

Assessment

Pointing to different times on the clock, the teacher asks the children: *What time is it?* The pupils say the time: *It is half past...*

Homework

The pupils practise telling the time at home with their family members.

Lesson 11 > A quarter past

Learning objectives

- Recognise the use of a quarter past to tell the time (knowledge and understanding).
- Telling the time (skills).

Materials.

A clock
A wristwatch

Teaching tip

Try to connect telling the time to the pupils' daily lives. When it is break time, say the time and tell the pupils it is time for break, etc.

Key content

Quarter past

Introduction

The pupils pair read the story: *Hot Dog*.

Development of the lesson

- The teacher moves the hand to the quarter past one position and models the phrases: *What time is it? It is a quarter past one.*

- The pupils repeat the phrases.
- The teacher repeats the activity for quarter past two, quarter past three, etc.
- The teacher introduces the game *What time is it?* The teacher moves the hands of the clock to quarter past four.
- The pupils identify the time.
- The teacher repeats the activity with different times.
- **Additional activity**
- The teacher draws a number of clocks on the chalkboard and invites the pupils to look at the times.
- The class plays the *Buzz* game: When the teacher points to the clock, the pupils say the correct time.

Assessment

Pointing to different times on the clock, the teacher asks the children: *What time is it?* The pupils say the time: *It is a quarter past...*

Homework

The pupils practise telling the time at home with their family members.

Lesson 12 Reading: Peg

Learning objectives

- Read a short text (skills).
- Recognise vowel sounds (skills).

example, *leg, ten, hen, web, lemon, pen, vest, nest, jet, net*

Key content

Leg
Peg

Materials

Pupil's Daily Reader, Unit 9, page 46-49.

Teaching tip

The short /e/ sound is found in many words; for

Introduction

The class plays the *Buzz* game with the sight words: *and, a, is*.

Development of the lesson

- The class sings the short /e/ chant.
- The teacher writes the words on the board: *Hello, go, and two*.
- The teacher points to the words and reads them with the class.
- The class plays the *Buzz* game with the words.
- The teacher introduces the story *Peg*.
- The class discusses pre-reading questions: *What do you see in the pictures? What do you think the story is about?*
- The teacher model reads the story.
- The pupils point at each word as the teacher reads.
- The class choral reads the story *Peg*.

Additional activity

The pupils pair read the story *Peg*. The teacher circulates, listening to the class read.

Assessment

On the board, the teacher writes the words: *Peg, a leg, an egg*. The pupils write them.

Homework

The pupils read the story *Peg* to their family members.

Lesson 13 Reading: Peg

Learning objectives

- Read a short text (skills).
- Recognise vowel sounds (skills).

Materials

Pupil's Daily Reader, Unit 9, page 46-49.

Teaching tip

Encourage pupils to take care of the Pupil's Daily Reader. Encourage them to turn the pages carefully and not to write on the book.

Key content

Leg
Peg

Introduction

The class sings the letter /e/ chant.

Development of the lesson

- The teacher writes the letters on the board: *b*, *l*, and *p*.
- The teacher points at each letter. The pupils say the letter name and the sound the letter makes.
- On the board, the teacher writes the word: *-eg*.
- The pupils read the word.
- The teacher asks the pupils what word they get when they add *p* to *-eg*.
- The pupils answer: *peg*.
- The teacher writes the word *peg* on the board and the pupils read the word.
- The teacher repeats the activity with the letters: *b* and *l*.
- The pupils read the words: *beg*, *peg*, and *leg*.
- The teacher introduces the story *Peg*, asking the pupils: *Who remembers the name of the story? What happens in the story?*
- The teacher model reads the story *Peg*.
- The pupils choral read the story *Peg*.

Additional activity

The class sings the short /e/ chant.

Assessment

The pupils read the extra words at the end of the story. The pupils fill in the missing words to complete the sentences.

Homework

The pupils read the story *Peg* to a family member.

Lesson 14 Daily routine

Learning objectives

- Identify words for daily routine (knowledge and understanding).
- Describe their daily routine (skills).
- Recognise some letter sounds (skills).

Materials

Pupil's Daily Reader, Unit 9, page 29.

Key content

I get up at 6 o'clock.
I go to school at 7 o'clock.

Introduction

- The class plays the *Buzz* game using: *a*, *two*, *go*, *hello*.

- The class echo reads the story *Peg*.
- **Development of the lesson**
- In pairs, the pupils look at the pictures in the Daily Reader.
- The teacher asks the pupils what is happening in the pictures.
- The pupils describe what is happening.
- The teacher asks the pupils to tell the time in the picture.
- The pupils identify the time in the pictures, saying: *It is ... o'clock.*
- The teacher introduces the phrases: *I get up at 6 o'clock. I go to school at 7 o'clock.*
- The pupils repeat the phrases.
- The teacher points to the next picture.
- The pupils identify the correct phrase and the time: *I do my homework at 3 o'clock.*
- The teacher repeats the activity with the remaining pictures.
- The teacher introduces the letters *Y y* and the letter sound /y/.
- The teacher demonstrates how the letter is written and how to say it.
- The teacher teaches the *Letter Y* song.

Assessment

The teacher asks the pupils: *What time do you go to school?* The pupils answer: *I go to school at ...*

Homework

The pupils read the story *Peg* to a family member.

Unit 9: Daily routine Assessment Tasks

Invite pupils one by one to do the assessment.
The teacher asks the pupil the questions and notes how the pupil responds.

Assessment task 1: Recognize sight words.

Point at the words below and ask the pupil to read them

the not me up no

		
Did not read any words correctly.	Read 2 or less words correctly.	Read 3 or more words correctly.

Assessment task 2: Which words end with the same sound?

Say each set of 3 words (do not show them) and ask the pupil.
Which 2 words end with the same sound.

- (a) sam cat hat.
- (b) kit sit tin.
- (c) pen red ten.

		
Did not answer any correctly.	Answered 2 or less correctly.	Answered 3 correctly.

Assessment task 3: Telling the time

Show pupils three different times on the clock. Ask them what time is it?
The pupils answer : It is

		
Did not answer any question correctly.	Answered 2 questions correctly.	Answered 3 questions correctly.

UNIT 10: STORY TELLING

Key competence: To use language learnt in the context of storytelling.

Topic area: Oral and Written Communication

Sub-topic area: Listening, speaking, reading, writing

Values: Appreciate storytelling as a way to learn languages.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10	Lesson 11
Lesson name	Storytelling	Storytelling	Storytelling	Reading a story: The Pet	Reading and retelling	Retelling a story	Reading a story: Dig	Reading and Retelling a story	Retelling a story	Reading and Writing	Reading astory: Up and Down
Key content	vocabulary from the story	Vocabulary from the story	Vocabulary from the story	Pet And No is	Pet And No is	pet wet set get	Kim Win Him tin	Pit Sit Rip Kim	Go Is a	Bug Cut Rug nut	
Language structures	J j	J j		J j	J j	Z z	Z z	Z z	Z z	Q q	Q q

	Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15	Lesson 16	Lesson 17	Lesson 18	Lesson 19	Assessment	Review
Lesson name	Reading and retelling: Up and Down	Retelling a story	Retelling a story	Reading a story: Get in the Tub	Reading a story: Get in the Tub.	Reading and retelling: Get in the Tub.	Reading and writing.	Reading a story: Liz and a Pot.	Reading a story: Liz and a Pot.	Assessment	Review
Key content	Down Goes Is mum dad	Go A is	Sit Fit Kid lid	Mud Tub rub	Digs Run No In the	No In the	This Pot Hot lot	Pot Hot Liz lot	This Has is	Recognise sight words Identify rhyming words	Remediation
Language structures	Q q	Q q	K k	K k	K k						

Attitudes and Values: Appreciate storytelling as a way to learn language.

Pupils develop their identity as readers and writers as they listen to stories. These can be stories that are read aloud to the pupils, as well as stories that are told (oral storytelling) without a text. When reading or telling stories to the pupils, teachers model language, expression, and engage children in thinking. When storytelling with a book, teachers are modeling accurate, fluent reading. Storytelling engages pupils in learning to construct meaning from, or comprehend stories, and to the ways in which pupils can tell about their lives and the lives of others. As pupils listen to stories, they hear the sounds and rhythms of the language. They hear new words and learn about those words' meanings in the context of the story, so that their vocabularies increase. Stories are valuable as language-learning tools when the teacher engages the pupils in the story using a variety of strategies, as follows:

Examples Of Teaching And Learning Activities:

- Teacher introduces the book by pointing out the book cover and asking pupils to predict what they think the story is about.
- Teacher stops after reading each page, pointing out the pictures and asking pupils questions about the pictures.
- Teacher points to the words as she reads aloud, so that the pupils connect the spoken word to the written word.
- Teacher stops and talks about the meaning of new words in the story.
- Teacher models reading from left to right to model an important convention of print.
- Teacher uses inflection in her/his voice to model different sentence types, such as a statement (followed by a period) or a question.
- After the story is read/told, the teacher asks the pupils to review the events of the beginning, middle and end of the story to reinforce sequence in language.

How To Assess Attitudes And Values In This Unit

Observation: Assessment Criteria

Through observation, the teacher gathers information by watching pupils interacting, conversing, working, playing etc. Observation is very important because it is used before the story begins and throughout the story, with the teacher continuing to observe each and every activity related to the story.

Observation criteria	Achieving the standard very well	Achieving the standard	Achieving parts of the standard	Not yet achieving the standard
The pupil ...				
Makes predictions about the story based on the cover of the story				
Answers questions about the story				
Can estimate the meaning of words in the story upon request by the teacher				
Can identify the events of the beginning of the story				
Can identify the events of the end of the story				
Can identify the events of the middle of the story				

Learning objectives

- Recall the main events of the story (knowledge and understanding).
- Listen to a simple story and show understanding (skills).

Materials

A simple English storybook suitable for Primary 1 pupils

Teaching tip

Teachers should preview the story before they read it so they can anticipate questions or reactions. It is important that teachers practise reading the story so they can decide where

to pause for emphasis and where to elicit questions, predictions or reactions. Before reading, the teacher should introduce the story to the class, point out the cover illustration and title, and invite the pupils to predict what the story is about.

Key content

Cover

Title

***Select 5 vocabulary words or phrases that are critical to understanding the story and are likely to be encountered in other books.

Introduction

The class sings *The Hello Song*.

Development**Pre-reading**

- The teacher explains to the pupils that he/she is going to read a story.
- The teacher asks the pupils to name any stories that they know or have read.
- The pupils name stories that they know.
- The teacher asks the pupils to give a short summary of the story and describe why they liked / disliked the story.
- The teacher explains to the class that there are some new words in the story.
- The teacher introduces the new vocabulary by showing pictures and asks the pupils to identify the new words.
- The pupils compose sentences using the new words.
- The teacher asks the pupils to demonstrate good listening skills.
- The pupils describe and demonstrate good listening skills – for example, arms folded, sitting comfortably, looking at the teacher.
- The teacher introduces the story and asks pre-reading questions, showing the cover to the pupils and asking them: *What can you see? What do you think the story will be about?*
- In groups, the pupils discuss the cover and predict what the story will be about.
- Some pupils share their ideas with the class.

During reading

- The teacher reads the story to the pupils using expression, gestures and dramatic pauses, variations in the pace of reading, and plenty of eye contact.
- The pupils listen to the story.

After reading

- The teacher asks the pupils whether they enjoyed the story.
- The pupils say if they enjoyed the story and explain why.
- The teacher asks the pupils comprehension questions about the story, using Who? Why? How? When? Where?
- The pupils discuss and answer the questions.
- The teacher asks the pupils: *What do you think happens after the story?*
- The pupils discuss and share their ideas.

Additional Activity

The pupils draw a scene from the story.

Assessment

The teacher asks the pupils comprehension questions based on the story. The pupils answer them orally.

Homework

The pupils retell the story to their family members.

Lesson 2 Storytelling

Learning objectives

- Recognise the features of a storybook including its cover and title (knowledge and understanding).
- Listen to a simple story and show understanding visually (skills).

Materials

A simple English storybook suitable for Primary 1 pupils (read in the previous lesson)

Teaching tip

Teachers should read with expression and let their voice reflect the tone of the story or the

personalities of the characters. Teachers should not read too fast; instead, they should vary their pace so they can pause for emphasis at appropriate points in the story. They should allow time for pupils to study the pictures as they read, make comments and ask questions about the story. During reading, the teacher should encourage predictions from the class by asking the pupils what they think will happen next.

Key content

Review vocabulary taught in previous lesson

Introduction

The pupils recall the story read in the previous lesson and summarise the main events.

Development

Pre-reading

- The teacher reviews the new vocabulary by showing pictures and asks the pupils to identify the new words.
- The pupils compose sentences using the new words.
- The pupils demonstrate good listening skills and prepare to listen to the story.
- The teacher introduces the story and asks pre-reading questions, showing the cover to the pupils and asking them: *What can you see? What do you think the story will be about?*
- In groups, the pupils discuss the cover and predict what the story will be about.
- Some pupils share their ideas with the class.

During reading

- The teacher reads the story to the pupils using expression, gestures and dramatic pauses, variations in the pace of reading, and plenty of eye contact.
- The pupils listen to the story.

After reading

- The teacher asks the pupils comprehension questions about the story, using Who? Why? How? When? Where?
- The pupils discuss and answer the questions.
- The teacher asks a question that requires the pupils to think critically about the story; for example, *Why did the character have a problem? What would you do if you were the character in this story? What would you do if you were the character?*
- The pupils discuss and share their ideas.

Additional Activity

The pupils role-play a scene from the story and describe what is happening.

Assessment

The teacher points to the pictures in the story, asking: Who is he? Who is she? etc. The pupils answer using: This is...

Homework

The pupils retell the story to their family members.

Lesson 3 Storytelling

Learning objectives

- Recall the main events of the story (knowledge and understanding).
- Listen to a simple story and show understanding (skills).
- Appreciate storytelling as a way of learning language (attitudes and values).

Teaching tip

After reading, it is important for teachers to allow time to discuss the story with the class. The teacher may ask comprehension questions and open-ended questions; for example, they may ask what the pupils liked (or disliked) about

the story and why. The teacher may ask what the pupils thought about the characters or how the problem was solved. The teacher may show the pupils special language patterns or phrases in the story. The pupils may also want to share thoughts of any personal experiences or other stories they have heard or read.

Key content

Vocabulary from the story

Introduction

- The teacher asks the pupils to recall the events of the story read in the two previous lessons.
- In pairs, the pupils discuss what happened at the beginning, middle and end of the story.

Development

Pre-reading

- The teacher introduces a picture walk. The teacher displays each page of the story and asks questions to encourage pupils to retell the story; for example, *What is happening in the picture? Who can you see? What are they doing? What will happen next?*
- Pupils use their prior knowledge and prediction skills as they are guided on their 'picture walk' and go through the book page by page using the illustrations to help them understand the story and determine what will happen. Pupils look for expressions of characters, and try to determine the time of the story and clues as to what will happen. This gives the pupils a good basis for understanding the story before they start.

During reading

- The teacher reads the story to the pupils using expression, gestures and dramatic pauses, variations in the pace of reading, and plenty of eye contact.
- The pupils listen to the story.

After reading

- The teacher asks the pupils comprehension questions about the story, using *Who? Why? How? When? Where?*
- The pupils discuss and answer the questions.
- The teacher asks a question that requires the pupils to connect the story to their own lives; for example, *Has this ever happened to you? What did you do?*
- The pupils discuss and share their ideas.

Additional Activity

In groups, the pupils reconstruct the story using role-play.

Assessment

The teacher asks the pupils comprehension questions based on the story. The pupils answer them orally.

Homework

The pupils retell the story to their family members.

Lesson 4 Reading a story: The Pet

Learning objectives

- Read simple stories and show understanding (knowledge and understanding).
- Recognise key sound-letter relationships (skills).

Materials

Pupil's Daily Reader, *The Pet*, page 50-54.

Teaching tip

Encourage pupils to use their finger to follow their reading. Remember practise makes perfect.

Key content

Pet, the, and, no, is

Introduction

- The teacher writes the sight words on the board: *the*, *and*, *no* and *is*.
- The teacher reads the words.
- The pupils read after the teacher.
- The class plays *Buzz* with the sight words.

Development of the lesson

- The teacher writes the letter J j on the board.
- The teacher introduces the letter J j and the letter sound /j/.
- The pupils repeat the sound as they trace the letter j in the air.
- The pupils sing the Letter J chant.
- The pupils write the Letter J and j.
- The pupils identify words they know that start with the /j/ sound.
- The teacher introduces the story *The Pet*.
- The pupils look at the pictures.
- The pupils predict what the story is about. The teacher explains the meaning of the word pet.
- The teacher writes the words: pet, wet, Jed and get. The pupils read the words.
- The teacher model reads the story: *The Pet*.
- The pupils choral read the story.
- The pupils look for the words: *pet*, *wet*, *Jed* and *get*

Additional activities

The pupils draw a picture from the story and write the words: The pet.

Assessment

The pupils read the story *The Pet*. The teacher writes the words on the board: pet, wet and get. The pupils read the words.

Homework

The pupils read the story the story *The Pet* for a family member.

Lesson 5

Reading and retelling: The Pet.

Learning objectives

- Read simple stories and show understanding (knowledge and understanding).
- Recognise key sound-letter relationships (skills).

Materials

Pupil's Daily Reader: *The Pet*, page 50-54.

Introduction

The pupils play the *Buzz* game with the, and, no and is.

Development of the lesson

- The teacher asks pupils to bring out their daily readers and open to the story *The Pet*.
- The teacher asks the questions: *What animal is in the story? What happens to the pet? What happens to Jed?*
- The teacher writes the words: the, and, no and is on the board.
- The teacher points at each word as they read it for the pupils.
- The class plays the *Buzz* game with the words.
- The class echo read the story the pet pointing at each word as they read.

Assessment

The pupils pair read the story *The Pet* and complete the exercise in their daily reader, page 54.

Homework

The pupils read the story *The Pet* to their families.

Lesson 6

Retelling a story: The Pet.

Learning objectives

- Read simple stories and show understanding (knowledge and understanding).
- Recognise key sound-letter relationships (skills).

Teaching tip

Encourage pupils to retell the stories they read.

Key content

Z z

Materials

Pupil's Daily Reader, Unit 10, page 50-54.

Introduction

- The pupils sing *The Alphabet Song*.
- The pupils read the story *The Pet*.
- The class plays the *Buzz* game: pet, wet, set, jet, net.

Development of the lesson

- The pupils recall what they remember from the story *The Pet*.
- The pupils look at the story and tell what is happening in each picture.
- The teacher model reads the story: *The Pet*.
- The pupils choral read the story.
- The pupils read the story in pairs.
- The pupils play the game word detective looking for the words: *is, the and Oh!*
- The teacher writes the letter Z z on the board.
- The teacher introduces the letter Z z and the letter sound /z/.
- The pupils repeat the sound as they trace the letter z in the air.

- The pupils sing the *Letter Z* chant.
- The pupils write the Letter Z and z.
- The pupils identify words they know that start with the /z/ sound.
- The teacher writes the letters **im** on the board.
- The teacher adds a letter h at the beginning and pupils read the new word: him.
- The teacher repeats the activity with: k, d.

Assessment

- The teacher says the sound /z/. The pupils write the letter.
- Teacher dictates the words: *him, kim and dim*. The pupils write the words.

Homework

The pupils read the story *The Pet* to a family member.

Lesson 7 > Reading a story: Dig

Learning objectives

- Read simple stories and show understanding (knowledge and understanding).
- Recognise key sound-letter relationships (skills).

Materials

Pupil's Daily Reader, *Dig*, page 55-59.

Teaching tip

Show your pupils your book often as you read, help them follow the reading and show them which box they should be looking at.

Key content

Pit, sit, rip, hit, Kim, Jim

Introduction

- The pupils choral read the story *The Pet*.
- The pupils sing the *Letter Z* chant.
- The pupils write the letter Z and z in the air as they sing.

Development of the lesson

- The teacher writes the sight words: *go a and is on* the board.
- The teacher reads the words and the pupils read.
- The class play the Buzz game with the sight words.
- The teacher introduces the story *Dig*.
- The pupils look at the pictures and describe what is happening in the story.
- The teacher introduces the words: Kim, Jim, big, dig, rip and wins.
- The pupils read the words.
- The teacher model reads the story *Dig*.
- The pupils identify the meaning of the words dig, big, rip, sit, and win from the pictures.
- The pupils echo read the story.
- The pupils choral read the story.

Additional activities

- In pairs, the pupils read the story *Dig*.
- A few pairs of pupils read the story to the whole class.

Assessment

The teacher says the words: dig, Kim and Jim. The pupils write the words.

Homework

The pupils read the story *Dig* to family members.

Lesson 8 Reading a story: Dig

Learning objectives

- Read simple stories and show understanding (knowledge and understanding).
- Recognise key sound-letter relationships (skills).

Materials

Pupil's Daily Reader: *Dig*, page 55-59.

Key content

Go, a, is

Introduction

The pupils sing the letter Z chant.

Development of the lesson

- The teacher writes the sight words: *go*, *a* and *is* on the board.
- The teacher reads the words and the pupils read after.
- The class play the Buzz game with the sight words.
- The teacher introduces the story *Dig*.
- The teacher asks the questions: *Who remembers the title? What does Kim do? What does Jim do?*
- The teacher model reads the story *Dig*.
- The pupils echo read the story.
- The pupils choral read the story.

Additional activities

The class find the words: *dig*, *win*, *rip*, *sits* in the story.

Assessment

The pupils identify the missing letters: d_g, K_m and J_m. The pupils write the words.

Homework

The pupils read the story *Dig* with family members.

Lesson 9 Retelling a story

Learning objectives

- Read simple stories and show understanding (knowledge and understanding).
- Recognise key sound-letter relationships (skills).

Materials

Pupil's Daily Reader, *Dig*, page 55-59.

Key content

bug, cut, rug, nut

Introduction

- The pupils sing the *Letter z chant*.
- The pupils choral read the story *Dig*.
- The class plays the Buzz game with the words: bin, sin, tin, win, pin.

Development of the lesson

- The class plays *Buzz like a bee when you hear the sound /z/*: zebra, jug, bag, zinc, pet, zig, hen, zag, pig, zoo.
- The teacher writes the letters **ug** on the board.
- The teacher adds a letter b at the beginning and pupils read the new word: bug.
- The teacher repeats the activity with: r, m.
- The pupils read the new words.
- Dictation: The teacher says the words: rug, mug and bug.

- The pupils write the words.
- The teacher writes the letters **ut** on the board.
- The teacher adds a letter b at the beginning and pupils read the new word: bug
- The teacher repeats the activity with: c, n, h.
- The pupils read the new words.
- Dictation: The teacher says the words: but, cut, hut and nut.
- The pupils read and write the words.

Additional activity

The pupils read the story *Dig* backwards.

Assessment

The pupils write as many words with **ut** and **ug**.

Homework

The pupils read the story *Dig* to their family members.

Lesson 10 Reading and Writing

Learning objectives

- Recognise key sound-letter relationships (skills).

Key content

Gum, sum, mum

Materials

Pupil's daily reader, *Dig*, page 55.

Introduction

- Pupils silently read the story *Dig*.
- The class plays the *Buzz* game, using the words: fit, pit, sit, bit, hit.

Development of the lesson

- The teacher writes the letter Q q on the board.
- The pupils identify the letter name.
- The teacher introduces the letter /q/ sound.
- The pupils repeat the sound.
- The pupils sing the *Letter Q* chant. The pupils repeat the chant.
- The pupils trace the letters Q in the air and write it on the board.
- The class plays *Do this when you hear the sound /q/*: quick, banana, quiz, cat, dog, house, quite.
- The teacher writes the letters **um** on the board.
- The teacher adds a letter m at the beginning and pupils read the new word: mum.
- The teacher repeats the activity with: s, g.

Assessment

The teacher says the words: mum, sum, gum. The pupils write them in their notebook.

Homework

The pupils sing the Letter Q chant for pupils.

Lesson 11 > Reading a story: Up and Down.

Learning objectives

- Read simple stories and show understanding (knowledge and understanding).
- Recognise key sound-letter relationships (skills).

Teaching tip

Help pupils to follow the reading and show them which box they should be looking at.

Key content

Down, goes, is, Mum, Dad
Qq

Materials

Pupil's Daily Reader, *Up and Down*, page 60-64.

Introduction

- The pupils read the story *Dig*.
- The pupils sing the Letter Q chant.
- The class plays *Do this when you hear the sound /q/*: quick, banana, quiz, cat, dog, house, quite.

Development of the lesson

- The teacher writes the sight words: up and down on the board.
- The teacher reads the words and the pupils read after.
- The class play the *Buzz* game with the sight words.
- The teacher introduces the story *Up and Down*.
- The pupils look at the pictures and describe what is happening in the story.
- The teacher introduces the words: *down, goes, is, Mum, Dad*.
- The teacher model reads the story *Up and Down*.
- The pupils identify the meaning of the words up, down, Mum and Dad from the pictures.
- The pupils echo read the story.
- The pupils choral read the story.

Additional activities

In pairs, the pupils read the story *Up and Down*. A few pairs of pupils read the story to the whole class.

Assessment

The pupils find the words d_g, K_m and J_m. The pupils write the words.

Homework

The pupils read the story *Up and Down* for family member.

Lesson 12 > Retelling a story: Up and Down

Learning objectives

- Read simple stories and show understanding (knowledge and understanding).
- Recognise key sound-letter relationships (skills).

Materials

Pupil's Daily Reader, *Up and Down*, page 60-64.

Key content

Go, a, is.

Introduction

- The class plays *Buzz* using the words: down, goes, is, mum, dad.

Development of the lesson

- The teacher introduces the story *Up and Down*.
- The pupils look at the pictures and describe what is happening in the story.
- The teacher asks them the questions: *Who is in the story? Where is Mum? Where is Dad?*
- The teacher model reads the story *Up and Down*.
- The pupils echo read the story.
- The pupils choral read the story.
- The pupils finds the words in the story: *up, down, goes* and *is*.

Assessment

- The teacher asks pupils to individually read the words in the Daily Reader.
- The pupils complete the exercise in the notebooks.

Homework

The pupils read the story *Up and Down* with family members.

Lesson 13 Retelling the story: Up and Down

Learning objectives

- Read simple stories and show understanding (knowledge and understanding).
- Recognise key sound-letter relationships (skills).

Key content

Sit, hit, fit, kid, lid

Materials

Pupil's Daily Reader, *Up and Down*, page 60-64.

Introduction

- The class plays the *Buzz* game: mum, sum, and gum.

Development of the lesson

- The pupils pair read the story *Up and Down*.
- In pairs, the pupils retell the story to each other.
- The teacher writes the letters it on the board.
- The pupils sound out the letters, letter by letter..
- The teacher adds a letter f at the beginning and pupils read the new word: fit.
- The teacher repeats the activity with: b, s, h, p.
- The teacher writes the letters id on the board.
- The pupils sound out the letters, letter by letter..
- The teacher adds a letter l at the beginning and pupils read the new word: lid.
- The teacher repeats the activity with: k.

Additional activities

- The teacher writes the word sit on the board.
- The teacher asks pupils to say the word that rhymes with sit that begins with /h/ = hit.
- The teacher repeats the activity with /f/, /b/, /p/.
- The teacher writes the words on the board.
- The pupils read the words.

Assessment

The teacher asks pupils to tell different stories of their own.

Homework

The pupils read the story *Up and Down*.

Lesson 14 Reading a story: Up and down.

Learning objectives

- Read simple stories and show understanding (knowledge and understanding).
- Recognise key sound-letter relationships (skills).

Materials

Pupil's Daily Reader, *Up and Down*, page 60-64.

Key content

mud, tub, rub.

Introduction

- The class plays the *Buzz* game: up, down, goes, Dad.
- The class read the story *Up and Down*.

Development of the lesson

- The teacher introduce letter k and the sound /k/.
- The pupils sing the *Letter k* chant.
- The class plays *Do this when you hear the sound /k/*: kid, ten, kit, mum, kite, mug, key.
- The teacher writes the word ub on the board.
- The read the word.
- The teacher adds a letter t at the beginning and pupils read the new word: tub.
- The teacher repeats with the letters: r, c.

Assessment

- The teacher says the words: mud, tub, rub, cub. The pupils write the words.

Homework

The pupils read the story *Up and Down*.

Lesson 15 Reading a story: Get in the Tub

Learning objectives

- Read simple stories and show understanding (knowledge and understanding).
- Recognise key sound-letter relationships (skills).

Teaching tip

Show the pupils your book often as you read; help them follow the reading.

Key content

Digs, run, no, in, the

Materials

Pupil's Daily Reader: *Get in the Tub*, page 65-69.

Introduction

The pupils read the story *Up and Down*.

Development of the lesson

- The teacher writes the sight words on the board: digs, run, no, in, the.
- The teacher reads the words and the pupils read after you.
- The class play the *Buzz* game with the sight words.
- The teacher introduces the story: *Get in the Tub* and the pupils look at the pictures.
- The pupils predict what they story is about.
- The teacher writes the word on the boards: *tub, rub, mud, kid, hugs*.
- The teacher reads the words and points at them.
- The pupils read the words.
- The teacher model reads the story *Get in the Tub*.

- The pupils identify the meaning of the words *tub, rub, mud, kid, hugs* from the pictures.
- The class echo reads the story.
- The pupils choral read the story.

Additional activities

- In pairs, the pupils read the story *Get in the Tub*.
- A few pairs of pupils read the story to the whole class.

Assessment

The teacher writes the words: *mud, kid, hugs tub, rub*. The pupils read the words.

Homework

The pupils read the story *Get in the Tub* for family member.

Lesson 16 Reading and retelling: Get in the Tub.

Learning objectives

- Read simple stories and show understanding (knowledge and understanding).
- Recognise key sound-letter relationships (skills).

Materials

Pupil's Daily Reader: *Get in the Tub*, page 65-69.

Key content

No, the, in

Introduction

The class plays the *Buzz* game with the words: *digs, run, no, in, the*.

Development of the lesson

- The teacher asks pupils to bring out their Daily Readers and open to the story *Get in the Tub*.
- The teacher asks the questions: Who remembers the title?
- The teacher writes the words: *down, goes, is*: on the board.
- The teacher points at each word as they read it for the pupils.
- Go faster to make it fun.
- The class plays *the Buzz* game: *no, the, in*.

Additional activities

- Echo read the story *Get in the Tub*.
- Have them point at each word as they read it.
- The teacher asks pupils to look at different pictures as you explain the words: *kid, dig, sits, runs, rub*.
- Have the pupils choral read the story.

Assessment

The teacher asks pupils to individually read the words in the daily reader.

Homework

The pupils read the story *Get in the Tub* with family members.

Lesson 17 Reading and retelling: Get in the tub

Learning objectives

- Read simple stories and show understanding (knowledge and understanding).
- Recognise key sound-letter relationships (skills).

Teaching tip

Play games where The pupils mime and make sounds of letters.

Key content

This, pot, hot, Lot

Materials

Pupil's Daily Reader: *Get in the Tub*.

Introduction

The class plays the *Buzz* game: kid, lid, tub, mud, rub.

Development of the lesson

- The class echo read the story *Get in the Tub*.
- The teacher writes the letters ot on the board.
- The pupils read the word.
- The teacher adds a letter p at the beginning and pupils read the new word: pot.
- The teacher repeats the activity with: h, l, n, c, t.
- The pupils all the words you have made on the board and read them with your pupils.

Additional activities

Assessment

The teacher asks pupils to tell different stories of their own.

Homework

Tell family members what you remember about the story.

Lesson 18 Reading a story: Liz and a Pot

Learning objectives

- Read simple stories and show understanding (knowledge and understanding).
- Recognise key sound-letter relationships (skills).

Teaching tip

Show your pupils your book often as you read, help them follow the reading and show them which box they should be looking at.

Materials

Pupil's Daily Reader: *Liz and a Pot*.
Letter g, k, j, g, m, r, p, s and w chants.

Key content

Pot, hot, Liz, lot.

Introduction

The pupils sing *Letter p and o* chants.

Development of the lesson

- The teacher writes the sight words: *this, is, has, the, on* the board.
- The teacher reads the words and the pupils read after you.
- The class play the *Buzz* game with the sight words.
- The teacher introduces the story *Liz and a Pot* and the pupils look at the pictures.
- The pupils predict what the story is about.
- The teacher reads the story.
- The pupils listen to the story *Liz and a Pot* and follow the text.
- The pupils identify the meaning of the words *tub, rub, mud, kid, hugs* from the pictures.

Additional activities

- In pairs, the pupils read the story *Liz and a Pot*.
- A few pairs of pupils retell the story to the whole class.

Assessment

The teacher writes the words on the board: this, is, has. The pupils read the words.

Homework

The pupils read the story *Liz and a Pot* for their family members.

Lesson 19 Reading and retelling Liz and a Pot

Learning Objectives

- Read simple stories and show understanding (skills).
- Recognise some vowel sounds. (skills)

Materials

Pupil's Daily Reader: *Liz and a Pot*, page 70-74.

Key content

This, has, is

Introduction

The class plays the *Buzz* game with the words: pot, hot, lot, Liz.

Development of the lesson

- The pupils recall what they remember about the story *Liz and a Pot*.
- The teacher asks the questions: *Who remembers the name of the story? Who is the girl in the story? What does she do?*
- The teacher writes the words: *this, has, is* on the board.
- The teacher model reads the story.
- The pupils choral read the story.

Additional activities

The teacher asks pupils to look at different pictures as you explain the words: pot, hot, lot, not.

Assessment

The pupils complete the exercise at the end of the story *Liz and a Pot*.

Homework

The pupils read the story *Liz and a Pot* with family members.

Unit 10: Story telling Assessment Tasks

Invite pupils one by one to do the assessment.

The teacher asks the pupil the questions and notes how the pupil responds.

Assessment task 1: Recognize sight words.

Point at the words below and ask the pupil to read them

Down no the in up

		
Did not read any words correctly.	Read 2 or less words correctly.	Read 3 or more words correctly.

Assessment task 2: Words that rhyme

Tell pupils that you will say three words and they will say which one does not end the same. Say the following words:

- (a) wet set log
- (b) met sat pet
- (c) hat get mat
- (d) got let pot

		
Did not answer any correctly.	Answered 2 or less correctly.	Answered 3 correctly.

Assessment task 3: Identify the initial sound

Say the following words three times (do not show them to the pupil). For each word, ask the pupil to say the beginning sound.

fog pet van lay vet

		
Did not answer any question correctly.	Answered 2 questions correctly.	Answered 3 questions correctly.

Annex

Phonological Awareness, Phonemic Awareness, Phonics and Phonetics

Although phonemic awareness is a widely used term in reading, it is often misunderstood. One misunderstanding is that phonological awareness; phonemic awareness, phonics and phonetics are the same thing. They are not.

Phonological Awareness

Phonological awareness is a broad term that refers to both explicit and implicit knowledge of the sounds in language. It includes the ability to hear and identify words (word awareness), rhymes (rhyme awareness), syllables (syllable awareness), onsets and rimes (onset and rime awareness), and individual sounds (sound awareness). Phonological awareness refers to an individual's awareness of the sound structure of spoken words.

Phonemic awareness is the understanding that the sounds of **spoken** language work together to make words. Phonemic awareness is only one type of phonological awareness.

Phonics is the understanding that there is a predictable relationship between phonemes (the sounds of spoken language) and graphemes (the letters and spellings that represent those sounds in written language). Readers use these relationships to recognize familiar words and to decode unfamiliar ones. Phonics instruction is a way of teaching reading that stresses learning how letters correspond to sounds and how to use this knowledge in reading and spelling. The goal is to help pupils understand that there is a systematic and predictable relationship between written letters and spoken sounds

Phonetics is the branch of linguistics that deals with the sounds of speech and their production, combination, description, and representation by written symbols. Phonetics is not taught in early reading programs.

Phonics

Phonics is the term often used to describe the teaching of letter-sound relationships. The goals of phonic instruction is to help pupils learn the relationships between the letters of written language and the sounds of spoken language. Phonics is not the same as phonetics. The goal of phonics instruction—or the relationship between sounds and letters—is to give pupils the tools they need to unlock words during reading. Phonics begins with an understanding that each letter stands for a sound. Those letters and sounds are grouped into words.

English Alphabetic Code and the International Phonetic Alphabet

The International Phonetic Alphabet is defined as an alphabet used across the world where each symbol represents the sounds of spoken language. There is a system which is used to show people how words are pronounced. The system uses a symbol to represent each of the 44 sounds in English. Learners' dictionaries often use these symbols, and if you know what each word sounds like, it can give you an idea of how to pronounce a word in English. An example of a part of the International Phonetic Alphabet (IPA) is the sound of a "p" which is shown in the IPA as "/p/."

IPA	Letters	Unit of Sound	Key Words
/b/	b	/b/	ball, boy, but, web, job, robbery
/k/	c, k, ck, q	/c/	cat, copy, luck
/d/	d	/d/	dog, middle, sad
/f/	f, gh, lf	/f/	fish, lift, off, laugh, half
/g/	g	/g/	go, goat, leg, regain
/h/	h	/h/	hat, hot, ahead, rehearse
/dʒ/	j, dg, g	/j/	jump, jam, jet, joy, judge, George
/k/	k	/k/	key, king, truck
/l/	l	/l/	leaf, lip, pull, delight
/m/	m	/m/	man, swim, ceremony
/n/	n	/n/	night, pan, sink, renew
/p/	p	/p/	pig, clap, capable
/q/	q	/q/	Queen, question, request
/r/	r	/r/	red, erase
/s/	s	/s/	sun, dress, cement, sell, nice
/t/	T	/t/	talk, cat, letter
/v/	V	/v/	van, love, reveal, Stephen
/w/	W, o	/w/	Water, one, reward
/k/+ /s/	X	/x/	ox, x-ray, exercise, success

/j/	Y, u, eu, ew	/y/	yes, yellow, unique, ewe, Europe
/z/	Z, s	/z/	zebra, buzz, close, housing
/æ/	A	/a/	apple, band, map
/ɛ/	E	/e/	egg, bed, bread
/ɪ/	I	/i/	in, insect, drip, village
/ɒ/	O	/o/	on, pot, what
/ʌ/	U	/u/	up, sun, son, ton, flood, blood
/eɪ/	Ai	/ai/	rain, away, eight, fate, break, great
/i:/	Ee	/ee/	eat, key, chief,
/aɪ/	Igh	/igh/	high, ride, tie, behind, fly, bike, height
/əʊ/	Oa	/oa/	boat, bow, rope, dough, plateau, go
/u:/	Oo	/oo/	moon, blue, cube, new, shoes
/ʊ/	Oo	/oo/	book, cook, would, good, foot, put
/aʊ/	Ou	/ou/	bough, how, pout, out, cloud, found
/ɔɪ/	Oi	/oi/	boy, hoy, oil, boil, avoid
/ɔ:/	Aw	/aw/	paw, caught
/ɑ:/	Ar	/ar/	far, art, arm, start
/ɔ:/	Or	/or/	corn, storm, horse
/ɜ:/	Ir, er, ur	/ir/, /er/, / ur/	girl, farmer, fur, learn
/ɔ:/	Or	/or/	storm

/ʃ/	Sh	/sh/	ship, shop, nation, mission
/tʃ/	Ch	/ch/	chip, chap, bunch, watch
/D/	Th	/th/	this , breathe, father (voiced)
/T/	Th	/th/	think, teeth (unvoiced) voiceless breath
/N/	ng	/ng/	song, bang, string

SONGS LYRICS

1. The alphabet song

A – B – C – D – E – F – G
H – I – J – K – L – M – N
O – P – Q
R – S – T
U – V – W
X – Y – Z

2. The Hello Song

Hello, hello, hello
Hello, What is your name?
Hello, What is your name?
Hello, hello, hello

Hello, hello, hello
My name is (clap, clap, clap.._)
My name is (clap, clap, clap.._)
Hello, hello, hello

Hello, hello, hello
Hello, What is your name?
Hello, What is your name?
Hello, hello, hello

Hello, hello, hello
My name is (clap.._)
My name is (clap.._)
Nice to meet you (clap, clap, clap.)

3. How are you today?

Hello, how are you?
Hello, how are you?
Hello, how are you?
How are you today?

I am fine, thank you
I am fine, thank you
I am fine, thank you

How are you today?

I am fine, thank you
I am fine, thank you
I am fine, thank you
How are you today?

4. The clothing song

This is my...
This is my dress
This is my...
This is my shorts
This is my...
This is my hat
This is my...
This is my shirt
This is my...
This is my pant
This is my...
This is my trouser
This is my...
This is my shoe

5. The colour song

What colour is the sky?
It's blue, it's blue, it's blue?
The sky is blue
The sky is blue

What colour is the sun?
It's yellow, it's yellow, it's yellow
The sun is yellow
The sky is blue

What colour is the grass?
It's green, it's green, it's green
The grass is green
The sun is yellow
The sky is blue

What a colour is a tomato
It's red, it's red, it's red
A tomato is red
The grass is green
The sun is yellow
The sky is blue

6. The counting song

THE COUNTING SONG, VERSE I
One.... Two... Three... Four... Five
I can count to five, I can count to five

Six, seven, eight, nine and ten
Let's do it again! Let's do it again!

7. Days of the week

Monday, Tuesday, Wednesday, Thursday, Friday,
Saturday, Sunday

Seven days can make a week and twenty four hours
a day.

8. Good morning song, good evening song Good
morning, good morning, good morning! This is a
lovely day

Good morning, good morning, good morning! We
love to jump and play
We love to jump and play

Good evening, good evening, good evening, This
was a lovely day,

Good evening, good evening, good evening,
It's time to say good night.
It's time to say good night.

9. Head shoulders knees and toes

Head, shoulders, knees and toes,
Knees and toes.

Head, shoulders, knees and toes,
Knees and toes.

And eyes, and ears, and mouth,
And nose.

Head, shoulders, knees and toes,
Knees and toes

10. The happy song

If you're happy and you know it clap your hands
If you're happy and you know it clap your hands
If you're happy and you know it
And you really want to show it
If you're happy and you know it clap your hands
If you're happy and you know it jump up high
If you're happy and you know it jump up high
If you're happy and you know it
And you really want to show it
If you're happy and you know it jump up high

If you're happy and you know it sing a song
If you're happy and you know it sing a song
If you're happy and you know it
And you really want to show it
If you're happy and you know it sing a song

If you're happy and you know it stomp your feet
If you're happy and you know it stomp your feet
If you're happy and you know it
And you really want to show it
If you're happy and you know it stomp your feet

If you're happy and you know dance around
If you're happy and you know dance around
If you're happy and you know it

And you really want to show it
If you're happy and you know it dance around

11. The rhyming song

Rhyme, rhyme, time

Rhyme, rhyme, time

A word that rhymes with me

A word that rhymes with you

Rhyme, rhyme, time

Rhyme, rhyme, time

Rhyme, rhyme, time

A word that rhymes with cat

A word that rhymes with cat

Sat, cat, fat

12. Short vowel song

Short vowels; letter a makes /a/ like ant

Short vowels; letter e makes /e/ like egg

Short vowels; letter i makes /i/ like it

Short vowels; letter o makes /o/ like on

Short vowels; letter u makes /u/ like up

Short vowels: /a/, /e/, /i/, /o/, /u/

13. The animal song

Old Mugabo had a farm

E-I-E-I-O

And on his farm there was a cow

E-I-E-I-O

With a moo, moo here and a moo, moo there

E-I-E-I-O

Old Mugabo had a farm

E-I-E-I-O

And on his farm there was a cat

E-I-E-I-O

With a meow, meow here and a meow, meow there

E-I-E-I-O

Old Mugabo had a farm

E-I-E-I-O

And on his farm there was a dog

E-I-E-I-O

With a ruff, ruff here and a ruff, ruff there

E-I-E-I-O

Old Mugabo had a farm

E-I-E-I-O

And on his farm there was a hen

E-I-E-I-O

With a cluck, cluck here and a cluck, cluck there

E-I-E-I-O

Old Mugabo had a farm

E-I-E-I-O

And on his farm there was a goat

E-I-E-I-O

With a mee, mee here and a mee, mee there
E-I-E-I-O

14. Months of the year

January

February

March

April

May

June

July

August

September

October

November

December

GLOSSARY WORDS

Nice to meet you	- <i>Nishimiye kukumenya</i>	Chant	- <i>Indirimbo</i>
Excuse me	- <i>Mbabarira</i>	Trace	- <i>Gushushanya</i> - <i>woroheje</i>
Repeat	- <i>subiramo</i>	Sibling	- <i>abantu uvukana</i>
Thank you	- <i>urakoze</i>	Gum	- <i>shikaleti</i>
Good night	- <i>uramuke</i>	Sum	- <i>Igiteranyo</i>
Hi	- <i>bite</i>	Partner	- <i>umuntu mukorana</i>
Good bye	- <i>Urabeho</i>	Spell	- <i>kuvuga inyuguti zigize ijambo</i>
Please	- <i>Nyihanganira</i>	Hit	- <i>gukubita</i>
Be quiet	- <i>ceceka</i>	Kid	- <i>akana k'ihene</i>
Raise your hand	- <i>shyira urutoki hejuru</i>	Lid	- <i>umufuniko</i>
Here I am	- <i>Ndi hano</i>	Fit	- <i>gukwira</i>
Present	- <i>ndahari</i>	Tub	- <i>ibasi nini</i>
Absent	- <i>ntawe uhari</i>	Encourage	- <i>shishikariza</i>
Class	- <i>banyeshuri</i>	Enhance	- <i>kuzamura</i>
Head teacher	- <i>mukuru w'ikigo</i>	Target	- <i>kigambiriwe</i>
Flag	- <i>ibendera</i>	Materials	- <i>infasha nyigisho</i>
Flash card	- <i>Ikarita isomerwaho</i>	Read – aloud	- <i>inkuru zisomerwa abana</i>
Letter sound	- <i>ijwi ry'inyuguti</i>	Stretching	- <i>Kurambura/ Kunanura</i>
Letter name	- <i>izina ry'inyuguti</i>	Automaticity	- <i>Gusoma</i>
Uppercase	- <i>inyuguti inkuru</i>	Fluency	- <i>Neza kandi vuba</i>
Lowercase	- <i>inyuguti intoya</i>		
Syllable	- <i>umugyemo</i>		
Classroom	- <i>icyumba k'ishuri</i>		
Work	- <i>akazi</i>		
Walk	- <i>Gutambuka</i>		
Draw	- <i>gushushana</i>		
Sleep	- <i>kuryama</i>		
Sweep	- <i>gukubura</i>		
Learn	- <i>kwiga</i>		
Like	- <i>gukunda</i>		
Love	- <i>gukunda</i>		
Touch	- <i>gufata</i>		
Left	- <i>Ibumoso</i>		
Right	- <i>Iburyo</i>		
Morning	- <i>mu gitondo</i>		
Afternoon	- <i>Nyuma ya saa sita</i>		
Noon	- <i>Saa sita</i>		
Evening	- <i>mugoroba</i>		
Night	- <i>ijoro</i>		
Grandparents	- <i>ababyeyi ba mama na papa</i>		
Family	- <i>umuryango</i>		
Sight words	- <i>Amagambo y'indatwa</i>		
Circulate	- <i>zenguruka</i>		
Decodable text	- <i>Inkuru abana bisomera</i>		
Guess	- <i>Gutahura</i>		
Pretend	- <i>Gukora nk'aho</i>		
Mime	- <i>wigane</i>		
Rhyme	- <i>Injyana</i>		
Pet	- <i>Utunyamaswa</i> <i>two mu rugo</i>		

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